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ABSTRACT

This document consists of eight sections. The first section contains the mission statement of the Goodwill Literacy program, a description of the program, statistics on literacy, and the answers to questions tutors are commonly asked. Section 2 contains statements from students in the program obtained in February 1988, a description of students in the program, a page designed to help identify learning styles during a workshop, and a graphic that shows the relationship between different reading methods. Section 3 explains a method called Language Experience Stories that is frequently used in the program, strategies for helping students read aloud, the use of taped books, how to teach sight words, how to teach word patterns, and how to use phonics in reading instruction. Section 4 addresses how to teach writing, including spelling, poetry, making lists, and using cinquains (five-line patterns for developing poems) as a teaching technique. Chapter 5 is about how to increase students' comprehension and critical thinking as it pertains to reading. Section 6 contains guidelines for assessing adult literacy materials. Section 7 contains information on lesson planning and includes forms on which lesson plans can be developed. Section 8 contains a 20-item bibliography and six narratives reprinted from articles, speeches, and books. The narratives are "The Concept of the Active Words," by Jonathan Kozol; a speech on the Highlander Citizenship Schools by Bernice Robinson; "Empowerment and Tutoring" by Kathleen Phillips; the summary section of "A Look at Illiteracy in America Today--The Problem, the Solutions, the Alternatives" by Michael Fox; "Literacy/Illiteracy in an International Perspective" by Carman St. John Hunter; and "Popular Education: Concept and Implications" by Francisco Vio Grossi. (CML)

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GOODWILL LITERACY TUTOR HANDBOOK

Fourth Edition • January, 1989

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GOODWILL LITERACY
"People Teaching People To Read."

Written by Mallory Clarke

Special thanks for contributions by Rebecca Allen, Colleen Stewart

Edited by Ruth Pelz, Rachel Smith

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Goodwill Literacy Mission Statement

At Goodwill Literacy Adult Learning Center, we define literacy in its broadest sense. We believe that not knowing how to read and write is primarily caused by social factors. Ultimately, the solution is to build a just society that values the potential contribution of each of its members, regardless of race, gender or socio-economic position. The work of Goodwill Literacy is to help build that society by providing an opportunity for learning for those who have not had equal access to quality education or who have not been served well by traditional educational institutions. We believe that by improving writing and reading skills, adults can increase their critical thinking, self-reliance, and willingness to effect change by becoming advocates for both themselves and their community.

With this in mind:

We focus on developing literacy skills for a purpose. Adult learners choose their own learning goals that develop out of their everyday lives.

We recognize the essential link between illiteracy and the factors that surround it. We discuss and share these.

We examine the learning process. We discuss our past experiences with the educational system and work together to create an environment of mutual respect and excitement about the learning process.

We involve students in all phases of planning and running the program.

We provide a forum for adults to access information, as well as to interpret and critique that information and examine its source.

We carefully evaluate curriculum and collect or create materials that reflect the values in the mission statement.

We collaborate with other community agencies to provide referral and support for adult learners.

We learn together in small groups and learning teams.

We value communication and expression through writing, speaking and the arts.

We provide support and celebrate successes together.

Program Information

Staff

Literacy Program Director	329-1000, X 20
Trainer	329-1000, X 86
One-to-One Coordinator	329-1000, X 80
Class Coordinator	329-1000, X 58
Reception desk	329-1000, X 21

Goodwill Literacy History & Programs

In April, 1985, Seattle Goodwill initiated a literacy program to supplement its vocational classes with the assistance of Washington Literacy and VISTA volunteer Rebecca Allen.

Offering free tutoring to trainees enrolled in Goodwill's 9-month Job Readiness program, as well as to adult community members, the program quickly outgrew the space at Goodwill's main facility. In April, 1987, the Goodwill Literacy program moved into its new center directly in front of the main Goodwill store.

In September, 1987, we added a G.E.D. program to help both trainees and community members prepare for the G.E.D. exam. Volunteers teach classes in the five G.E.D. subject areas: math, reading comprehension, writing, social studies and science.

In January, 1988 we began to offer literacy classes for students reading at or below the third grade reading level, in addition to our one-to-one tutoring program. The purpose of these classes is to provide the opportunity for students to learn together and support one another in a cooperative environment.

In February, 1988 we added computer-assisted instruction for both literacy and G.E.D.

NON-DISCRIMINATION

Goodwill Literacy does not discriminate on the basis of race, gender, national origin, handicap or sexual orientation.

Program Hours

Monday	8:30 am - 8:30 pm
Tuesday	8:30 am - 8:30 pm
Wednesday	8:30 am - 8:30 pm
Thursday	8:30 am - 8:30 pm

Please remember that Goodwill's insurance does not cover injury or theft of personal property while you are on the premises.

Goodwill Literacy & the Community

Funding

Goodwill Literacy is an independent, non-profit organization. We receive no government or United Way money. We rely on the support of community members donating used goods which are sold in the store. The sale of these items helps support our general operating expenses. In addition we seek support from individual donors, churches, businesses and foundations. You can support us by encouraging your company, colleagues, church groups and friends to donate to Goodwill Literacy.

Volunteers

Goodwill Literacy depends on volunteers not only for tutoring, but also for program operation and development. From the start, volunteers have been involved in all aspects of our program. Keep in mind that as you are tutoring, you can also be involved in additional ways.

Library
- Tape books for students
- Choose books

Publications
- Write for our newsletter
- Wordprocess
- Edit

Public Speaking

Answer phones on regular basis or make phone calls for special events

Computers
- Teach students
- Trouble shoot

How is Adult Literacy Defined?

From The National Center for Research in Vocational Education

"Because literacy is historically and culturally relative, it is impossible to define it in isolation from a specific time, place and culture. Illiteracy can only be understood in relation to a culture's definition of literacy, since it is a lack of a certain set of characteristics.

"Although definitions of literacy emphasize reading, writing, and computation skills, they disagree on the criteria for establishing skill level. Due to the use of differing definitions, statistics on the extent of illiteracy vary widely.

"Definitions of literacy have changed over the past 50 years. In the 1930's and 1940's, literacy was considered to be simply the ability to read and write a message...

"The concept of 'functional literacy' has emerged to describe the use of basic skills in specific contexts. The concept of functional literacy is controversial, however. Because functional literacy is determined by external standards and criteria, it removes the literacy judgement from the individual's cultural group and social setting. Critics feel such external criteria tend to reflect the bias of their developers rather than the values and norms of the individual's social and cultural group."

Important Literacy Statistics

The following are some commonly quoted statistics. We offer them not because we think they are particularly reliable or exact but because they help to give a general picture of illiteracy in the U.S.

There are approximately 60,250 adults in the greater Seattle area who are considered functionally illiterate.
SOURCE: WASHINGTON LITERACY

26 million people in the U.S. are functionally illiterate.
46 million people in the U.S. are marginally functional.

There are more women than men who are functionally illiterate.
44% of all Blacks and 56% of all Hispanics are functionally illiterate.
SOURCE: U.S. DEPARTMENT OF EDUCATION 1980, CENSUS DATA

Nearly one million kids per year drop out of high school.
SOURCE: NATIONAL COMMISSION FOR EDUCATION STATISTICS, AUGUST, 1982

75% of all prisoners have not completed high school.
SOURCE: 1970 CENSUS DATA

COMMONLY ASKED QUESTIONS

How long does it take for a person to learn to read?

It depends on the individuals, the time they take to study on their own, the frequency of meetings, and their individual goals for learning. Commonly, 75 - 150 hours are needed to increase one grade level. At Goodwill Literacy, we stress the student's own goals. Grade level is only one measure of progress. If your student's original goal was to learn to write a check, and s/he learns to write a check, yet the student's grade level hasn't changed, we call that success.

How do we measure "reading level?"

We assess students' reading level as they enter the program and again after every 100 hours of tutoring. This assessment covers the student's ability to read sight words; ability to read words in context and comprehension level. At this time we also discuss with the student her or his learning goals.

What are we expected to teach?

Reading, writing and basic math. However, some of us consider literacy to be more than the ability to do these basics. For example, to "function" in society means to be able to access information, to think critically about what is read, and to communicate with others.

How can I teach phonics, if I never learned it myself?

First of all phonics is not a cure-all. It seems that 10% of students cannot master phonics at all. As a volunteer tutor, you have several avenues through which to teach letter sounds. We have workbooks available and a simple phonics method that we teach in the tutor training workshop.

What if I fail? What if I'm a terrible tutor?
Without being a teacher, how can I teach when teachers failed?

Fear is the most common emotion among new tutors but we know that almost everybody makes a good tutor. Success is based partly on the motivation of the student and partly on individual attention and human concern. If you are having doubts, talk with other tutors in the center, attend tutor in-services, and by all means see a staff person to talk about ideas. But be reassured: by the time you finish the tutor training you will be ready to tutor.

What are the criteria for a "match" between student and tutor?

The main critera are scheduling and compatibility, but we take into account preferences, personality, and good old intuition. If your match is not working for either you or your student, please see a staff person right away. We'll do everything we can to help you have a successful experi-

What do I do when my student is often late, seems not to be interested or isn't learning?

If this is occurring in the first two weeks of your sessions, see a staff person. It may be that this is not the right time for your student to be enrolled in the program, and we will match you with a new student. If this begins to happen after you have been meeting for a while, review your contract with your student. Re-evaluate what you are doing together. Sit down with your student and ask what's happening. Your expectations may be too high. Remember that progess is slow, and part of what it means to be a tutor is to have patience. Progress won't show for some time. Maybe you aren't asking enough of your student. Students want to feel challenged but not overwhelmed. The program you are using may have outlived its usefulness. Ask the student for his/her critical input, then do something about it together. Feel free to talk to a staff person about the situation.

What's the relationship of Goodwill Literacy to other literacy programs?

Association for Community Based Education : This is a national membership organization of institutions that provide education linked to the culture and economic development of the communities they serve. A.C.B.E. supports and strengthens its member institutions through grants, publications, conferences and special projects. Goodwill Literacy is an A.C.B.E. associate member.

Washington State Literacy Hotline: This statewideservice provides tutor and student referrals to appropriate agencies. 1-800-323-2550

Is Goodwill Industries a social service organization for the handicapped?

In the 1930's, when federal government programs were developed to take care of the financially needy, Seattle Goodwill altered its services to focus on helping the physically and mentally handicapped. In the 1970's, however, Goodwill was once again restructured to help those with less apparent barriers to employment. Although Goodwill's program continues to include people with mental and physical handicaps, its scope and focus is now much larger, including people with economic, educational, emotional and vocational barriers.

From Students To Tutors

In February of 1988, we asked a number of students to share their thoughts about learning to read for inclusion in this handbook. We expected several lively responses but we were not prepared for the outpouring of heart-warming wisdom and self-reflection that we received. Every student we approached responded. We were able to edit out only a small portion of what we were given. The rest had to be included. What follows here are the words of fifteen people who have something to teach us all. Some of the writings were collected orally and transcribed by tutors. Others were written in the student's own hand. In both cases, our aim, was to leave the writing in the student's language and not impose on it the leveling influence of standard editing procedures. We hope you gain as much from these contributions as we have.

About being a non-reader:

"I felt sad because I didn't know how to read. If you don't know how to read, you can't have a good job. You have to get the dirty job. That's what you have to get, cleaning floors, just being a janitor."

Susieler Johnson

"You're just held back on a lot of things. You just can't do a lot of things that you'd like to. You don't want to go up to someone and say, "I can't read that." because they'll say, "You're nothing but a dummy." or you'll get teased. That is the hardest thing. There's a lot of people come up to me and say, "You look very intelligent," but deep down inside I know I'm not very intelligent. I might talk big, but I know I'm not because when it comes down to reading, I can't do it. That's the whole ball game right there."

Tim Hicks

"What was scary about not knowing how to read was not knowing how to fill out a job application or read all kinds of street and safety signs."

Lionel Hall

"It's most embarrassing when your daughter asks you something and you can't answer or read. That's when a person should consider trying to go get some help. Shopping — sometimes I used to try to hide it from my wife — say I couldn't find somethings. Finally, I told her that I wanted to find a class where I could get some help. If I had known this class had opened in '85, I'd have been here sooner."

Jesse Hopson

"The scariest thing was when you walk by a sign and the person you're with says "Read that over there, that's funny." Sometimes, you might not know the word or even know what sign they're pointing to. Then you laugh anyway because you don't want them to know that you don't know what's on that sign. Just going out...just going out is hard. It hurts when you can't read. It just hurts walking down, knowing you can't read certain things, you don't know the word for certain things."

Shawn Bradford

"The scary thing is being embarrassed and thinking that people are going to laugh at you. This is crazy, but it's blinding—not being able to see anything. It was a mental block. It's like building a wall around you and boxing yourself in. For instance, when we're in a meeting at work, I have a fear that someone would ask me to read in the meeting and knowing I can do it silently, but to do it out loud is the fear. The fear of being embarrassed and maybe my co-workers won't understand if I miss a few words. Maybe they would, but I'm afraid to take a chance. Because fear can hold you back or you can use it to push you forward."

Cleo Coleman

"The scary thing was the fear that I was going to be found out by co-workers, acquaintances or enemies and that they would make fun of me and make me feel bad. I dreaded that. They could make me feel like a nobody."

Elizabeth Gross

"One of the most scariest things is having an inferiority complex. Like when people pass something to me and say to read it and then I didn't know what to say. I always made excuses like I don't have the right pair of glasses, so I passed it to someone else to read. I didn't want to admit I couldn't read."

Lee White

"To me it's scary reading medical forms and releases because I'm afraid that I'm signing my life away."

Carl Furioso

"When I was visiting my oldest brother in Chicago several years ago, I also wanted to go see a friend of mine who was in the hospital. Since I wasn't able to write and she couldn't hear, I needed someone to go with me. The only one I knew who could read and write broke their leg. So I couldn't see my friend. This made me so unhappy, I cried for three days."

Bertha Barnes

About having begun to learn to read:

"Learning to read is a wonderful thing to know. I know because it is happening to me."

Prentis Wiley

"I feel a lot better talking to my grown children now. I am doing something special and they are proud of me. I have some goals and we talk about them."

Bertha Barnes

"I don't see anything strange about what I'm doing now. I'm reading now. It's not a big change in my life. I've never had problems with money, with transacting deals. I've always been able to figure what I need: how much to put down, how much per month, how much interest, how many carrying charges. The whole ball of wax. I was a master of figuring. I was always very astute minding money. Reading now don't impact me. It don't shake me up. I always knew what I was doing."

Berwick Jones

"Reading made me feel better. Knowing that I can read better makes me feel good about myself. I can pick up a book and I can read it when I couldn't before. I improved my reading a lot. I began to understand the messages in Sunday school."

Susieler Johnson

"No longer do I fear filling out job applications and things now. I have a better outlook on life. Now my mind have a clearer point of view."

Lionel Hall

"I notice more now. Everything I see, I read. I read the sports in the paper. Most of the things I understand now. I understand my bills more. Once you start to read better, you notice things. You'd be surprised. Safety signs you notice, you didn't notice before. Like at work, like if you're on the street, they have a safety sign. If you can't read, you don't notice those signs. To me, the most important thing I've gotten from this program is a better understanding of what's going on in the world. You know, reading the paper, watching the news, listening to people talk to one another. That's another thing I've noticed, how people speak. I can understand them better. I really pay attention to how people say words. You'd be surprised at how much more I pay attention to things now."

Shawn Bradford

"From time to time, I have much more confidence in my abilities to function as a literate person. That is changing my life in a positive way. To me it is very important that I function as a literate person. The reason I am doing these classes is so that I function on an even footing with everyone else in society. This is the hallmark of my program."

Carl Furioso

"Thanks to Goodwill Literacy and to a teacher by the name of Joyce, I can read better. I'm not ashamed to tell people I go to the Goodwill Program. I'm proud of myself. I am now able to read with other people. I read out loud in Bible class now. If I make a mistake, I don't feel they will jump all over me or hurt my feelings. I don't feel threatened anymore or like I'm stupid. I no longer fear these things."

Elizabeth Gross

"I feel a lot better about myself. I feel more confident since I started to learn to read. I went home the other day and there was a note on the door from my daughter and I read it. I felt wonderful because I could read a note from someone. I didn't think I could read."

Lee White

"I read so many books, I can't remember them all. Now I can read my Bible. Anything I pick up, I can read. My wife writes a grocery list and I can read it and go to the store for her. I could never have done that before."

Henry King

"Reading more makes me feel better. There's words I didn't even know. I know a little bit more than I did. My daughter, just the other day, I answered questions about the difference between a stage coach and a covered wagon, a question in her book. She thought I wasn't right, but I was. Usually she's running up to me, asking to help me. When I get all this in my head, I'm gonna go to college, 2 years and maybe tutor students. I figure I might as well pass it on."

Jesse Hopson

Advice for new tutors:

"Kindness covers a whole lot of territory and talking, like getting used to each other. I was a little shy. Try to be wide open. We sit up and talk, and it stretches your mind. Good tutors give a person a chance to ask questions about different things. Then you get the answer, and it sticks there. It is not helpful when a tutor has something on the blackboard and erases it off before you write it down. I like to be able to go over things at least twice."

Robert Easterling

"My advice to tutors is to be very patient with their students. To help the students turn their failures into victories."

Carl Furioso

"Someone at my job told me about this project at the Goodwill Center awhile ago. When I called I didn't know what they were going to do. First thing I said was "I know I'm too old. I'm kind of ashamed." She said "You're never too old."

Prentis H. Wiley

"Be prepared; have a lesson plan in mind each session. Let students make suggestions, then try to incorporate them into your lesson."

Kimberly Stern

"The main thing is to go back over what you learn with your student; otherwise they'll probably get lost, because I'm getting lost myself. There are so many words, so it's best to go back and review all the things we worked on."

Tim Hicks

"A really good tutor is very sincere in what they doing or they would not be here."

Berwick Jones

"A tutor should just work on what a person needs. A tutor shouldn't teach grown-ups like kids. Just because a grown-up don't know how to read that well doesn't mean that they're a child, like they was coming in and it was their first time learning, like little kids. You don't have to do that. You treat them like a grown-up, they learn more. You treat them like an adult, they talk to you. You treat them like a kid... humph...they're not going to want to talk to you."

Shawn Bradford

"Don't yell - tell in a kind way. Sometimes they might say something to make the person lose interest in learning. It's a funny feeling when you first start. It's strange to even get used to your tutor. First I kept choking up on words. When I started here, Karen asked what I wanted. I couldn't tell her. It may only have been me, but I couldn't make those decisions."

Jesse Hopson

"A tutor should teach with kindness and consideration. Don't scold. Respect your student and encourage her."

Bertha Barnes

"I want a tutor to be patient with me when he finds out how low my reading level is. I want my tutor to be committed and show up on time or at least let me know ahead of time that he isn't going to show up. It doesn't make any difference to me who teaches me, for example, what race or sex they are, but I don't want someone who has a race problem because I won't learn anything that will help me."

Lee White

"The tutor should know themselves. They also should know a little about the person they'll be tutoring. They should be patient and understanding and should listen. (These aren't the same.) They should also be assertive. Also, don't be phony—don't put on airs; like you care when you don't care. It's too important to the student. Don't make light of it. Another thing to remember: be honest with yourself and the student. If you don't agree, let them know because you're here to help them and they are here to help themselves. The student will respect you and you'll respect yourself. We don't want it to be the way is was in school because in school some teachers were phonies and that's why we were allowed to jump from grade to grade."

Cleo Coleman

"If the tutor has patience with their student, the student will feel more comfortable with you and both will be able to go further in their studies. I also suggest that learning should not be all work and no play. There should be some learning games so that the student doesn't get too stressed out. You need these games so that they know learning can be fun. I think you should let the student suggest ideas for work so they feel good about themselves and you can get to know them better and you can see where their learning ability is."

JoeAnn Knowlton

Goodwill Literacy Students

Who are the students that come to the literacy program?

Of the 94 students currently enrolled in our program (February, 1988):

Gender: 59 are male, 35 are female

Age: 15 are age 60 to 77
55 are age 30 to 59
24 are age 16 to 29

Ethnicity: 76 are African American
15 are European American
3 are Chicano

Employment: 40 are unemployed
4 are self-employed
22 are employed in such jobs as daycare, dishwashing, janitorial, laundry, mechanic, warehouse
10 are retired
18 unknown

Where did our students go to school?

48 went to school in southern states
23 went to school in Washington state

How far did they go in school?

29 students have attended 12 or more years of school
21 students have attended 9 to 12 years of school
44 students have attended 0-8 years of school

What were the student's reading levels when they began?

32 students were pre-literate
20 students read at a first grade level
12 students read at a second grade level
30 students read at a third or fourth grade level

How long do students stay in our program?

60 students have been in the program one year or less
29 students have been in the program for one to two years
5 students have been in the program for over 2 years

Why do students come to our program?

60 students wish to learn to write letters or spell better
58 students wish to read specific things: newspaper, novels, magazines, the Bible
43 students want to feel more independent
29 students want to learn to read so that they can get a job
28 students want to learn math
27 want to learn survival skills: to get a driver's license, write checks
15 want to get their G.E.D.
12 students would like to be able to read to, and be a role model for their children
5 students are here because they wish to help their community

Why do students leave our program?

Of the four students who have left the literacy program in 1988:

3 students entered our G.E.D. program
1 student met his goals

Learning Styles (Blank for workshop use):

Visual/Image

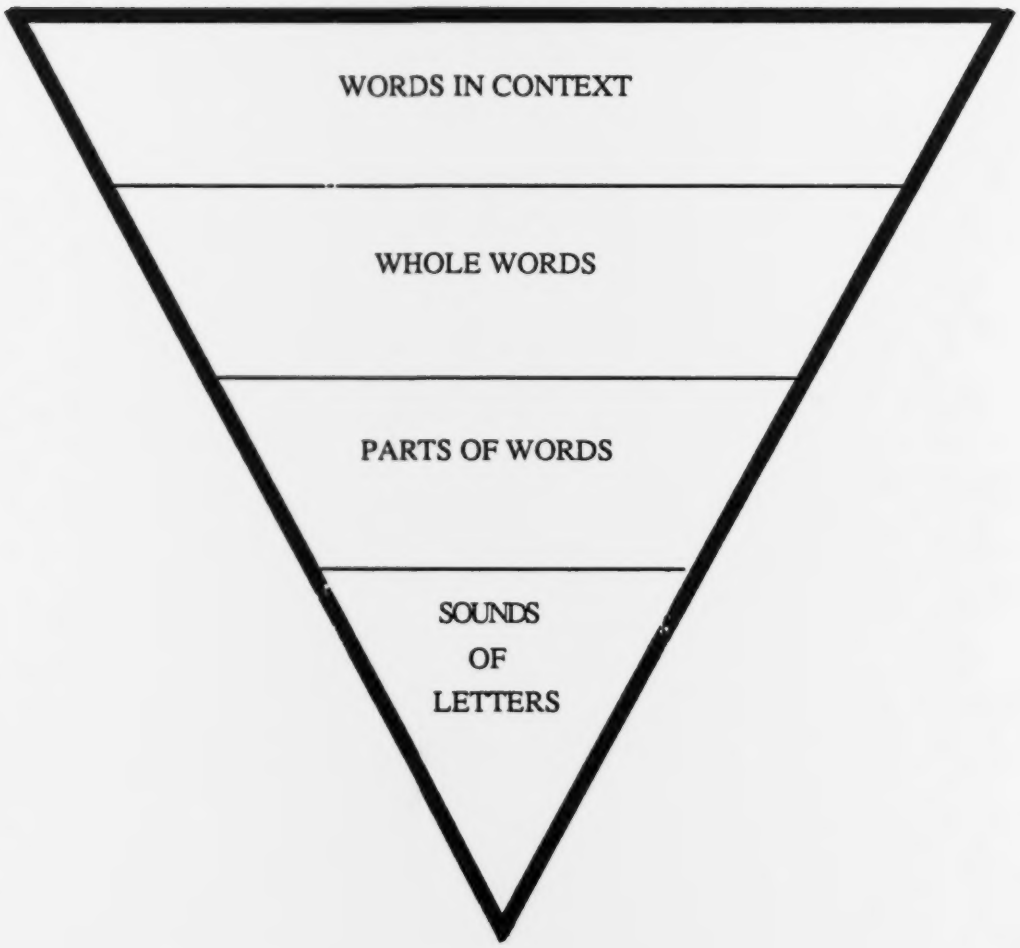
Visual/Graphic

Auditory

Kinesthetic

Reading Methods Pyramid

The pyramid below shows how different reading methods are related to eachother. Methods that use words in context are the most important and take up the bulk of time in lessons: language experience stories, duet reading, reading aloud, cloze exercises etc. The next most important and most frequently used method concentrates on whole words: sight words, word card games, etc. Farther down the pyramid are the methods that use only parts of words: word pattern exercises and games, prefix and suffix study etc. The last methods is that which teaches the sound/symbol relationships or phonics. This last method is important but only in the context of the other methods. Many tutors want to overemphasise phonics but you can see from the graphic below that it is the least used method in effective tutoring. In addition, most students in our program have learning strengths which make the methods on the top of the pyramid the most rewarding.



Language Experience Stories

The Goodwill Literacy Program does not choose to center its program on ready-made workbooks. We have workbooks that we feel are reasonable both in pedagogy and content. Many of our tutoring pairs use and enjoy them. We are pleased with that, but we do not advocate the use of workbooks to the exclusion of materials and activities that are custom-designed to meet the needs of particular students. Commercial workbooks are designed for the mythical "average" student. Some publishers do a very good job of imagining students of the type that our program tends to attract, and those are the ones we carry. Most do not. Regardless of the quality, however, no workbook can replace writings and activities created for a student by someone who knows him or her well. No workbook can provide students with the empowering experience of being helped to identify specific problems in their lives and then to solve them through reading and writing.

Why we use Language Experience Stories

The method that we find produces the most relevant and individualized material is the Language Experience Story. Using this method, the tutor records the student's spoken language on paper to be used as the text. There are a number of very good reasons for the success of this method: It eliminates the gap that is so often encountered between writer and reader. The reader has perfect knowledge of what the writer wanted to convey. It validates the student's experiences as worthy of being recorded. It conveys the usefulness of communication through reading and writing in a deep and personal way. For example, other students, tutors and people in general can read the thoughts and experiences of the student. People the student has never met may write to express their reactions to what the student has committed to paper. This method not only increases retention and completion rates but also changes the student's self-perception from that of a passive learner to that of a creative, active agent. Also, the tutor gains a deeper knowledge of who the student is and is enriched by the process.

The Language Experience Story is not a student writing method

Language Experience Stories (LES) are very different from stories <u>written</u> by beginning writers. By bypassing low writing skill levels and going directly to oral language, we have access to the rich vocabulary and life experiences that mature adults bring into the classroom. Student writing is also important and will be dealt with elsewhere in this manual. LES is a method of involving beginning students in reading at their <u>intellectual</u> level, not their grade level

What can be done with Language Experience Stories

The finished stories become the raw material for other learning activities: spelling, sight words, phonics, comprehension; in fact, all the activities discussed in the rest of this manual. The compositions may be submitted for publication in the newsletter, future books, or other writing projects.

How to Create a Language Experience Story

Begin by initiating a conversation with your student. Ideally, record the conversation on tape. (Tape recorders are available in the office.) If you don't have time to transcribe it later, you can record it with pen and paper at the time. This usually alters the flow of the student's language, but will still produce usable stories.

1. Encourage your student to tell about an important experience in his/her life. These are some of our favorite questions to start stories:
   a. What are the women in your family like? What about the men? Or specific women or men (grandmother, father)?
   b. Tell me about your childhood home.
   c. How did your family observe holidays? (specifics: births, deaths, coming of age, etc.)
   d. What work have you done in your lifetime?
   e. Have you ever been arrested or evicted?
   f. Tell me about a time when you stood up to an authority figure (teacher, parent, police, etc.).
2. Ask questions about the story to increase descriptive language: What did it look, feel, smell, taste, sound like? Don't overdo this; simplicity makes better literature.
3. Write/transcribe the student's words using the student's grammar and standard spelling. Some tutors make two copies: one for the student's growing book and one from which the tutor makes exercises.
4. Read the story to your student pointing to the words as you read. Ask your student for any corrections, additions, etc., to make sure you have written down what the student wants to communicate.
5. Next you and your student read a portion of the story simultaneously pointing to the words as you read Then ask the student to read it alone. Many students are able to handle a whole paragraph at one time or even the entire story.
6. Discuss the story with your student. What is the meaning of the story to the student? What did you as a tutor learn? What are the themes or main issues that could be used for comprehension exercises or further Language Experience Stories?
7. Ask your student to pick out meaningful words and have the student copy these words onto cards (3x5's quartered are a good size). You can write the words for the student who has not yet learned the alphabet.
8. Ask your student to match the cards to the words in the story.
9. Mix a small number of cards together and have your student read the cards one by one. (See Sight Words section.)
10. Review and adapt the cards and story in creative ways.
    The student will want to reread the story.
    Invent "cloze" exercises. (See Comprehension section.)
    Ask the student to make up sentences using his/her word cards and copy them onto a list.
    Usually the student keeps the cards, and the tutor keeps a list on the Word Storage Chart from which to create exercises.

How to be Systematic with Language Experience Stories

The rationale for using Language Experience Stories is convincing. The method itself is fun and intrinsically interesting to most students. But there is a drawback. It's difficult to be systematic about teaching when the text is produced spontaneously and randomly by the student. What follows is a set of guidelines we suggest you use to make this student-centered method more systematic.

1) Ask your student for Language Experience Stories frequently. These stories will suggest important words and themes that you will work with over a period of time.

2) As you collect words, list them down the left-hand column of the word storage chart on the folowing page. Analyze them by recording the appropriate letter(s) in the appropriate columns. Possible entries for the less obvious columns can be found on the page following the chart. Blank charts are available near the sign-in sheets in the office.

3) The second set of columns is for keeping track of whether or not a word has been learned. There is a space for indicating that it can be read and one for indicating that it can be spelled. When the student reads a word out of context without having been prompted earlier in the session, put a slash mark in the "known" column. When three slash marks have been recorded, consider the word "known." High light the row with a light-color felt marker so you can see at a glance which words your student has mastered and which still remain to be studied. The same procedure of slash marks can be used for spelling mastery as well.

4) Known words can be used to teach similar words, to begin word patterns or to use as examples of phonics conventions. Exercises designed with mostly known words help a student focus on the objective towards which you are working and not a specific unknown word. For example if you are working on the concept of com plete sentences or the concept of identifying the main idea, it would be helpful not to be distracted by a series of difficult words. Unknown words can be used to build lesson plans. By searching the chart for full columns you can identify pat terns of words that are, as yet, unmastered by your student. Activities can be chosen to focus on those patterns, and the words on the chart can serve as a beginning.

5) By keeping track of words on the chart, you avoid having them "slip through the cracks." Known words need to be reviewed and reinforced many times before they become an indelible part of the student's reading vocabulary. In the absence of a complete program of workbooks, the analysis and recording of each important word will serve to systematize your teaching and reinforce the mechanics of reading.

Word Storage and Analysis Chart

Word	Known	
	Spell	Read

Word	Known	
	Spell	Read

Word	Known	
	Spell	Read

Duet Reading

In the beginning stages of learning to read, the rewarding aspects of reading are difficult to experience. We can help keep the student's spirits up by sharing openly our love of books, words, literature, manuals, etc. We can also create the experience of reading fluency by using the "Neurological Impress Method" (NIM) or "Duet Reading."

There are three versions of this method and all three give students the experience of fluent reading: 1) reading to the student, 2) reading with the student and 3) "echoing."

1) The **"Reading to"** method predates public school at least. It is easy. Sit beside the student on the right (on the left if student is left-handed) with the material to be read between you so both can see it easily. As you read, move your finger along the line in a smooth, flowing movement. Bring your finger back quickly to the next line like a typewriter return.

Important: read any material the student would enjoy - the classics, poetry, whatever. You are not teaching "reading skills" in this exercise, nor "comprehension." You are teaching how reading should sound, and how the eye, voice, and mind cooperate in reading. Students get a lot from the content because this method is akin to listening.

Do this 10 minutes out of each session. Be aware that this method has been used successfully with students with learning disabilities. Many of us learned to read this way before we entered school.

2) **NIM or "Duet Reading"**: use the techniques outlined above but have the student read with you. Initially select reading materials below the student's current reading level. Again, run your finger along the line and read just a little faster than the student. Don't stop for errors. No need to correct the student ever. If the student stops reading, stop also. Begin again. Don't question the student for comprehension. Explain to the student that this exercise teaches fluency and voice inflection, etc.

Increase the level of materials read so the student is always challenged a little.

In California experiments with children, this methodwas successful in raising reading levels 2.2 grades. Since you will not be working daily with your student, do not look for changes this rapidly.

3) **"Echoing."** Some students do not read on a level at which duet reading can be successful. Try "echoing" with the same seating arrangement as above. Ask the student to read what you read just after you. Be careful to read whole phrases and pause for punctuation.

As the student becomes more confident, attempt duet reading again. Teach the method to the students, and ask them to locate someone else who will do this exercise with them daily to facilitate learning. Students may also check out tapes of pleasure reading books and tape recorders to use in reading GL library books.

References:

1. R.G. Heckelman, "Report on Neurological Impress Method," Merced, CA, County schools: unpublished research, 1961.
2. Charles E. Gardner, "Sonoma County Schools Office Research Project," Santa Rosa, CA: 1963.
3. Charles E. Gardner, "Experimental Use of the Impress Method of Reading Habilitations,"(pgs. 5-167) Washington D.C.: U.S. Office of Education, Cooperative Reading Project, 1965 .

Strategies for Helping Students Read Aloud

Good readers don't look at every letter in every word. We don't even need to see all the letter-symbols on the page in front of us. We glance at the page long enough to guess fairly accurately what the author is intending, then we move on. What we read next confirms our previous guesses. When what we are reading begins to sound nonsensical, we move our eyes back over what we have read, looking for the place where we went wrong. We use at least three kinds of clues to figure out the author's message. We note the direction the author's thinking is going in and begin to predict what comes next using context clues. (Example: "After they ate and cleaned up, Brave Orchid said, "Now we have to get down to _____.") We see what parts of the sentence serve what purpose and can guess words from our knowledge of grammar. For example, we can guess the form of the verbs without looking at the whole word. (Example: "I searched the house, hunt___ out people for trial.") Finally, we use phonics, or letter sounds, as clues. Expert readers tend to look mostly at beginning and ending sounds and the shape and length of words in order recognize them. (Example: "She s_t f_re to th_m, p_ge by p_ge in the ashtr_y, b_t n_w letters c_me ev_ry d_y." The usual way we check the accuracy of our guesses is not by looking more closely at the letters on the page but by asking ourselves, "Does this make sense?"

While listening to students reading aloud, you can assist them in acquiring these strategies by noting errors and asking questions that direct their attention to the lack of sense in what they've just said. When your student makes an error, either by mis-calling a word ("house" for "horse" for example) or misjudging the form of the word, (give for giving for example) tell him or her that you didn't understand what they just read. Ask them to read it over so you can hear it again. The student will reread looking for the meaning and probably correct their own error. If not, ask specific questions: "The old women did what?" or "Who fixed the motorcycle?" Let your student know that writing must make sense to be good writing. Teach your student to trust and use their own internal criteria for what makes sense.

Using this method for listening to your students, it is not necessary for you to look at what is being read. If you are sitting across the table avidly listening and asking questions, reading ceases to be a student sounding out words correctly for the benefit of a tutor and becomes two people finding out what happens next. You have the opportunity to pass on your love of reading as well as your knowledge of it.

What is an error?

Some errors will neither alter the sense of the writing nor sound grammatically incorrect. In these cases do not interrupt the student, as he/she is using good reading strategies. These are the sorts of "errors" you make when reading to yourself. Only interrupt and redirect the student when what he/she reads does not make sense, violates his/her own rules of grammar or deviates significantly from what the author intended. For example: If the book says, "In the mountains my mother set up a hospital in a cave, and carried the wounded there." and the student reads, ". . . and cared for the wounded there." it needn't be treated as an error. The line makes sense and the meaning of the story has not been damaged in any way. Let the student continue.

For helping a student who is stuck on a word, follow the steps below, until the student is able to get the word:

1. Direct the student to skip the word and finish the sentence. Based on the context (meaning in the sentence) the student makes a guess.
2. Have the student sound out the consonants in the word IN CONTEXT e.g. the entire sentence is read. Then the student guesses again.
3. Often it is easier for the student to hear the word if you model the process above and ask the student to guess.
4. If the student still has not guessed the word, give the word to him/her but make sure the meaning of the word is known. If the student has not been able to guess after step three, it's likely the word is not in his or her spoken vocabulary.

Examples sentences are from The Woman Warrior, Memoirs of a Girlhood Among Ghosts by Maxine Hong Kingston, Vintage Books, 1977.

Using Taped Books

Many young children learn to read simply by being read to. The warm presence of a loving adult and good stories, read over and over again is often all a child will need to pick up the thousands of skills associated with reading. For adults, that childhood opportunity has passed but specific parts of that experience can be recreated. Duet reading and reading aloud to your student is certainly possible but often adults will want and require more active involvement in the learning process. Small children never tire of being read to and in a sense that is also true of adults. It takes many long hours of work to learn to read. One of the limitations of a school such as ours, is the short amount of time tutors can be available during the week. Below is a description of how to use cassette tapes and books to increase the time a student spends on learning and in some cases noticeably increase the rate at which a student learns to read.

With the gracious help of dozens of volunteer readers, we have collected hundreds of books that have been read onto cassette tapes. These tapes, together with the books have been put in Ziploc bags, assigned a grade level and are available through a simple check out system. We have tape players and head phones that can be borrowed as well. We recommend that the student choose a book at his or her approximate grade level to work on. After the student and tutor have worked through several pages of a taped book, the student will probably be ready to work on the book at home or at the center on days when the tutor is not available. Here are the steps to follow:

Step 1: Student listens to the whole first chapter or so. (Some students prefer to listen to the entire book.)

Step 2: Student listens to the first page and reads along. The student repeats the process with the same first page until he or she feels ready to try it without the tape.

Step 3: Student reads the first page aloud to a willing listener, judging for him or herself if the quality is high enough. If it is, the student will go on to page two and repeat the process. If the quality of reading is not up to the student's expectations, he or she may go back to reading with the tape before reading aloud again. (Some students will invent a different method of using the taped books that they find more useful).

The tutor is the obvious person to play the role of the listener but any friend or family member can listen as well. Sometimes students in classes will read to each other. Books of interest to the student that are far above his or her readng level can be listened to on tape, for pleasure or information gathering. Sometimes tutors have found that for very beginning students, tapes at slower paces work better and they have re-read stories on to a tape especially for their students. If you decide to read a book onto tape, blank tapes are available in the main office.

If a student would like to use the tape at home, we can quickly duplicate the story onto a blank tape provided by the student. Then the student and tutor must locate the book in the library to check out. Books and tapes in Ziploc bags cannot leave the building.

Sight Words

A sight word is a word immediately recognized and understood by the reader. As experienced readers, we rely almost exclusively on our great store of words known on sight. As tutors, you want to assist your students in developing such a store of words. The ultimate goal of reading instruction is to be able to identify quickly most words at a glance. Teaching sight words is one of the ways to reach that goal.

Many people think of sight words as the words that can't be learned phonetically, particularly those small common words that make up such a large percentage of written English: "of," "the," "said," etc. While it's true the sight word method is a good approach to learning these words, the method was not created for them. The sight word method originated from the experiences of teachers (and parents) who watched their pupils absorb complex and meaningful words at at glance. Sylvia Ashton Warner in her book Teacher tells of a young child who learned the word "stick" in one two minute session. Warner chose the word for him because he had told her of being beaten with one. Another example is a student at Goodwill Literacy who can read "residential" and similar words easily but has consistently poor luck with "this." He works for a city housing agency. Many literacy students have difficulty with words like "this," "to," or "what" because they are short and practically meaningless. The same students can read words like "addiction," "hugging," or "grubbiness" after only a few exposures to them. This is puzzling only if we view the human mind as a machine that can only put little parts together to make wholes. Putting little parts together (phonics) is an important skill to learn in mastering reading, but the human mind is also capable of learning through meaning. By attaching thoughts or emotions to the meaning of a set of letters, words can sometimes be learned on sight. Therefore, a good sight word is a word that has meaning for the student.

The best source of sight words is the student's spoken language. Listen to conversations with this in mind. Language experience stories provide hundreds of words and, therefore, make one of the best written resources. Documents from the student's work place, forms with which the student wants help, and communications the student has received from schools or agencies are all good sources as well. For homework, students can copy down words from their environment (street or warning signs, for example) that they want to learn. Here are some ways for hunting down good sight words.

1) Ask the student to identify the words s/he wants to learn;
2) Notice words that are repeated in several Language Experience Stories;
3) Notice words that seem to elicit a strong response from the student;
   words that seem to reflect interesting or provocative contradictions in the student's or school's environment (i.e., words that make one think).

"Generative" words are sight words that are heartfelt or emotionally charged words but can also be used as seeds for phonic or word-pattern exercises and are, therefore, generative on two counts: 1) they generate thoughts and feelings; and 2) they generate more words. By keeping track of sight words on the word storage chart you will be able to locate generative words fairly easily.

Teaching Sight Words

1) Ask the student to choose a small number of words to learn.

2) Present the first word in a sentence. Take sentences from the student's conversation, writing or Language Experience Stories as this provides context and meaning clues and helps the student remember the word. Ask the student to underline the word in the sentence.

3) Have the student copy each new sight word onto a small card. Blank cards are usually available in the "Tutor Resources" section of our library.

4) Read the word to the student. Ask the student to read the word and then match the card to the word in the sentence.

5) If the student is able to do this, go on to the next word. If not, repeat the process or try some of the techniques from the next page in this book.

6) The student practices by reading through the shuffled cards. He or she can develop three stacks of word cards during practice; "known", "unknown" and "almost-known". In this way the student can see progress concretely.

7) The student can keep the three stacks in three separate envelopes. Record new words on the storage chart

8) Invent games using the cards. Example: "Concentration" requires two copies of each card which are turned face down and sorted out on the table. The first player turns up two, reads them and, if they match, gets to keep the pair. If not, they are returned face down and the next player takes a turn. The player with the most cards wins.

9) Make sentences with the cards (first student, then tutor); then copy onto a growing list. Make up whole paragraphs or whole stories using the cards.

10) Design activities with the cards. Invent "cloze" exercises where the cards fill in the blanks. ("Cloze" exercises are explained in the section on comprehension). Ask the student to sort the cards into categories or to alphabetize them.

Teaching Sight Words To Learning Styles

Visual Images

Techniques for using a student's strong sense of visual images include the following:

- The shape that a word makes on a page can be used to help identify that word. To help a student develop this skill, draw separate outlines around two words the student knows well. Show each word to him or her. Then erase the words, leaving just the outlines. Ask the student to identify each of the words by their outlines only. If this is easy for the student, draw outlines around several new sight words and ask the student to use the shapes of the words in learning to read them. When this second step is easy, ask the student to draw mental outlines for him/herself when studying a sight word for the first time.
- For difficult words, suggest the student imagine a picture surrounding the word that would give clues to decoding the word. For example, picturing drops of water sliding down the stem of the "d", collecting in the "o" and then sliding down the tail of the "p" to memorize the word drop.

Visual Graphics

Some students respond well to seeing a word spelled out on paper and can recreate the letters in memory. If this is so for your student, ask him or her to pick a sight word, look at it and listen to the word as you pronounce it and finally make a reproduction of it in the mind's eye with both eyes closed. Ask the student to check back with the card to see if he or she was accurate. Do not push this technique if it doesn't seem to work. Some people simply do not get visual images and practice won't change that.

Auditory

If a student seems to have a strong sense of the sound of things and can easily remember sounds he or she hears, consider using some of the following techniques:

- Draw the student's attention to the beginning or ending phonic sound of a word.
- Read a word to the student, with feeling that matches the meaning of the word (loudly for "large", out of breath for "exercise" etc.)
- Make a tape of the student's sight words, with sentences, for him or her to listen to while looking at the cards at home. You may need to number the word cards to insure the word cards are in the same order as the words on tape.

Kinesthetic

If your student likes to move, do things, handle the materials, and repeat after you, it's likely he or she has a kinesthetic strength. If so, the activities below may prove helpful:

- Ask the student to write in <u>large</u> letters and concentrate on how the writing feels as well as how it looks.
- Writing huge letters in the air or on rough surfaces with a finger can also help.
- For beginning students, cut the letters out of heavy paper (or ask the student to do it) and have the student manipulate the letters in the spelling of words or the writing of sentences.
- The student could write the words on his or her hand or you could write them on his or her back. (Be careful about touching your student as many people don't like to be touched.)
- Games that require movement, such as placing cards in new locations or changing seats, are good also.
- Allow your student to read out loud and speak about the lesson as much as he or she would

Word Patterns

Sight word methods ask the student to deal with entire words. Phonics asks the student to deal with the smallest parts of words: units of sound. "Word patterns" is a method that uses middle-sized pieces of words. It helps the student learn commonly occurring parts of words by sight. For example, if the word "bed" is known, the part "ed" can be isolated and the words "wed", "bled", and "fled" can be more easily learned. If "pink" is known, the words "wink", "slink"and "stink" follow more easily after isolating "ink".

The basic word pattern exercise begins with a known word chosen from the word storage chart or other sources. The tutor lists all the interesting or useful words in that pattern directly under the known word, maintaining columns of identical letters, where possible, to emphasize the similarities among the words:

light
fight
night
fright
slight

After asking the student to read the known word, use the back of a sight word card to hide the first letter of the known word. Ask the student if he or she knows the sounds of the visible letters. If the student does not, supply the sounds for them and continue. Slide the card down the list, asking the student to read the beginning sound and then the whole word. If the student falters, return to the known word and repeat the isolating of the beginning sound and the pattern sound and then join the two. Then drop down the list to the problem word. Many students benefit quickly from these kinds of exercises and like to do them, but this method of working with patterns is probably the least exciting. What follows are some other kinds of activities that teach and reinforce word patterns.

- Crossword puzzles or "cloze" exercises in which all the correct responses are members of a recently studied word pattern.
- Card games in which the student matches consonants and consonant blends to the body of a word pattern. (For example: "n", "br", with "-ook" and "-ew" yields "nook", "brook", "new", and "brew").
- Word wheels with consonants or consonant blends in the inside wheel and matching word patterns on the outside wheel. The student turns the outside wheel and reads the resulting words.
- Break down difficult words into smaller patterns and devise exercises to help the student to see relationships among words. For example:

perspiring	-er	-ire	-ing
	her	tire	king
	per	sire	sing
		spire	wing
			ring

- Write poems with four words from a recently learned word pattern.
- Use variations of the "concentration" game where several consonants and consonant blends are written on cards and turned face down. The same is done with word pattern cards. The tutor and the student take turns turning up two cards, and the player that can make a word out of the combination keeps the cards. The player with the most cards wins.

What To Do About Phonics

Most students know the sounds of the consonants or know them well enough to not be hindered in learning to read better. This is why we encourage tutors to spend most of the time in sessions actually reading. Practice is the best method of teaching reading.

Some students, on the other hand, have had so little experience with the written word that they may not even be aware that letters and sounds have relationships. Knowing these relationships, called phonics, is a basic building block in learning how to read. There have been hundreds, if not thousands, of methods developed to teach reading entirely through phonics. Many of these methods are too childish for adults to enjoy or learn from. Others are tedious, requiring strong analytic ability and good memory skills. We don't recommend these methods because reading is much more than just phonics and because our students' strengths do not lie in analyzing tiny parts and memorizing rules. Our students' strengths are in grasping whole concepts and applying them to real life situations. Therefore, we stress whole language approaches: duet reading, language experience approach, student-centered materials etc. However, because some tutors need a method by which to teach the sound/symbol relationships, we've included a very simple, adult-like, sometimes mildly interesting method of teaching consonant sounds.

Teaching Consonant Sounds

Present three consonants at a time. Some students can learn more at one time so feel free to give them more, but choose the order with some caution. Do not introduce two letters in the same lesson that sound or look alike. Don't introduce letters with two sounds (Examples: c: cog and city; g: gas and Gypsy), until your student has comfortably mastered the concept of sound/symbol relationship and has had some practice. Don't bother to teach the less frequently used of the two sounds unless you see much later that the student is not picking it up from everyday reading. Here is a suggested order for students learning three consonants at a time: 1) b f h, 2) l m p, 3) r s j, 4) v w d, 5) n qu z, 6) c t sh, 7)ch y g, 8) k, z, th.

Step 1: Present each consonant as a **sound** first, not as a written symbol (the letter) nor by the name of the letter. Many students have mistaken ideas of the letter sounds based on the sound of the letter names or based on the memorized spelling of words that are actually exceptions to phonics rules. (Example: "f" is often mistakenly given the short "e" sound because its name begins with that sound; because "the" begins with the letter "t", it is assigned the sound of "th," etc.) It is less confusing to deal first with the sound you are trying to teach letter names, second.

a. Start by giving several examples of the **sound** emphasized at the beginning of interest ing words. Ask the student to think of words that begin with that sound.
b. Then ask the student if s/he knows the name of that sound.
c. If s/he doesn't, supply the name and finally write it on the chalk board for the students to copy.

Example: "Listen to the sounds at the beginning of each of these words: baby, bombardment,

bullet, bill. Are there other words that begin with that sound that come to mind?" Student says, "Basket, ball, beard." Tutor continues, "Do you know the name of that sound? (If student doesn't . . .) It's "b" and it looks like this." (Tutor writes it on the board.)

Step 2: When all three consonants for one session have been introduced, ask the student to copy the letter s/he hears at the beginning of your words. Give several examples. Check the student's written answer each time before going on to the next consonant. Ask the student to give several examples as well.

Step 3: In subsequent sessions, repeat the practice activity described in step 2 until the student is able to get all three consonants correctly on a consistent basis. At the next session introduce the next three and practice in the same way. Do not introduce the "x" at this stage because it is not commonly found at the beginning of words.

Step 4: After introducing all the consonants as beginning sounds, repeat the whole procedure using examples of consonants as ending sounds. (Example: "b" as in job, grab, fib.) Here you can introduce the "x." Often students will make a breakthrough before all the beginning and ending sounds are taught and the tutor will find the student picking up letter sounds from reading in context.

We do not recommend spending more that 15 minutes or so on this activity during each session. We do recommend that if you choose to do this with your student that you be consistent and not miss practicing the current consonants at each session. It is also helpful to review past consonants by occasionally pointing out sound/letter relationships in the other reading you are doing.

Note: This method does not teach vowel sounds for four reasons. 1) There are so many variations in vowel sounds in English that learning them by memory becomes tedious and taxing. 2) Vowel sounds come relatively easily in context. 3) Unlike Japanese or Spanish, much of English can be read without the presence of the vowels. (Whn y tk th vwls wy y cn stll rd ths.) 4) We know that volunteer tutors are not experts in linguistics and we don't expect them to know or learn how to teach the subtleties of "r controlled vowels," "shwa sounds," "vowel digraphs," or "diphthongs." We would rather the creative energy of tutors go into looking for fascinating things to read or designing games, activities or puzzles.

Here are example words for some of the letters. Choose words you know your student will find familiar and that are connected to your student's most treasured values and experiences. The following are just suggestions:

b: bullet, bills, bombardment, baby, boil, bastard, bank
job, fib, scab, snob, stab, grub, crib

f: food, friendship, fortune, fame, fascist, fickle, funky
deaf, bluff, knife, gruff, life

Phonics continued...

h: hate, health, hope, hell, heckle, harried, home

l: lick, lazy, lover, lewd, legal, literacy, lethal
squeal, brawl, kneel, meal, foul, drool, male, skull

m: money, math, misery, maim, mouth, million, mother
fame, ham, slime, shame, slam, dream, crime,

p: power, people, Pope, puke, partner, poison, park
lip, trap, grasp, slap, hip, slump, ape, creep

r: rip, relative, rights, ruin, ruby, rummage, rock and roll
power, scar, fire, star, care, mover, shaker,

s: sweets, sister, siren, sweat, satisfaction, Sabbath, scarecrow
class, kiss, address, drugs, relations, dress, hiss

j: Jim Crow, Japanese, judgement, justice, job, jubilation, jawbone

v: victory, victim, voice, vacation, venereal, vermouth, video
slave, dove, cave, love, shave, improve, shove, crave

Writing

Before we look at ideas to help students learn to write, we need to clarify the difference between Language Experience Stories and student writing. They are very different, but both hold important places in the process of learning to read and write. **Language Experience Stories** are created to introduce students to the concept of communicating through written words and to create reading material highly suited to the student. **Student writing** on the other hand is for the purpose of learning writing. Oral stories tend to capture the richness of the entire vocabulary of the student. In student writing, you will find the student narrowing what s/he communicates to conform to what s/he can produce within her/his mastery of the mechanics of writing. Be aware of this and look for the skills your student needs to develop to break out of her/his current limitations. Often spelling is one of these skills.

In helping a student progress in his/her writing ability, it's useful to think of the process in three stages. The first is "writing for one's self" where accuracy is irrelevant and self-expression is foremost. The second stage is "writing for friendly others," for example, writing to other students. This writing must communicate clearly, but accuracy is not yet really primary. The final stage is "writing for strangers." In this stage the student will want to learn the mechanics of writing so that his or her ideas will be taken seriously by the reader. What follows are some ideas to help you introduce writing to your student.

1) Spelling is often one of those skills that students struggle with that limits their writing. Tutors can suggest to students that when they come to a word they're not sure of, they can write in the letters they think are right and draw a line for the others. This will probably give your student a feeling of permission to write more closely to the style of his/her spoken language and give you an endless supply of spelling words.

2) Make sure your student understands the importance of doing several drafts before producing a final copy. The first try does not need to be perfect. Work with your student to change sentences or the order of paragraphs, etc., until the student feels the piece is ready. Then begin to work on the mechanics. Teach the grammar or punctuation skill you can see is most needed, and then ask the student to correct his or her own work. Then go on to the next skill. By putting dots in the margin opposite the sentences which contain mistakes you can focus the attention of the student who might have difficulty handling whole pages. Don't overwork a piece. Some writing gets old quickly and needs to be dropped. Some can be returned to later when the student (and you) will find it interesting again. For students who are just beginning to learn to write, it's better to focus on a small number of grammar or punctuation skills and not try for perfect copies. The student can always copy over a perfect draft made by the tutor if there is a pressing need for it in the student's life.

3) All of the questions in the section on Language Experience Stories can be used to help your student begin writing. We will be publishing a collection of student writings within the year so we encourage you and your student to submit copies of favorite stories.

4) Help your student write letters. The student may wish to write away for information on some topic to read in your sessions. The student may need to clear up some confusion in credit or business matters that would best be done by letter. Think about letters to the editor or simply letters to family and friends.

5) Many students make breakthroughs in their reading as well as their writing when they begin to copy. Copying their own words and sentences from Language Experience Stories is a good way to start.

Notes On Spelling

The best way to teach spelling is all ways. Here are several approaches we have found to be useful. Have your student learn the spelling of all sight words. You can facilitate this by 1) having students write the words on their cards 2) asking the student to copy Language Experience Stories with the sight words underlined, and 3) asking the student to write familiar sight words and then correct their own errors immediately from a master list.

Point out the parts of each word and identify the sounds that each part makes in that word. Ask the student to identify the letters that make each part as you say that part. As you are working with word patterns, let the student spell out and write the words. Point out roots, suffixes and prefixes as appropriate. Review the techniques under sight words that relate to learning styles. They become spelling exercises with the addition of pencil and paper.

The rules on this page are the most useful and most often used. You may want to teach them to your student directly or teach a dozen examples first and then introduce the rule. You may show your student several examples of a rule and help the student guess the rules from the examples.

Invent memory devices for stubborn words: a) mispronounce words the way they are spelled; b) make mental pictures with hints in them; c) learn clue phrases (to remember the double "l" in finally: learn "Sally finally came home.")

From the Seattle Public Library

Teach Spelling By All Means, Mary Clanfield, Fearon Press: Good on theory and practice with suggested activities and spelling lists for grades first through eighth.

Developing Spelling Power, Karlene Russell, World Book Co: Complete lesson plans for grades four, five, and six from "Initial Consonants" to "Word Analysis."

Spelling in the Elementary School, Gertrude Boyd, Charles Merrill: Methods, research and classroom teaching strategies.

Handbook of English Fundamentals, Donald Emery, MacMillan Publishing Co., Inc.

Some Rules:

You can find a good source for spelling rules in the front of any good dictionary.

1) Write i before e except after c or when sounded like a as in neighbor and weigh. Examples: belief, priest, ceiling, conceit, deceit
   Exceptions: neither, financier, seized, either, species, weird, leisure
2) Final silent e is usually dropped before a suffix beginning with a vowel but retained before a suffix beginning with a consonant. Examples: bride-bridal, fame-famous, noise-noisy, excite-excitement, hate-hateful, hope-hopeless
   Exceptions: acreage, awful, ninth
3) Words ending in y preceded by a consonant usually change y to i before adding a suffix. Retain the y if it is preceded by a vowel. Examples: ally-allies, busy-busily, study-studies, boy-boyish, buy-buys, enjoy-enjoying
   Exceptions; babyish, carrying, studying (when you need the "y" for sound.)
4) In words of one syllable and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel. Examples: ban-banned, dig-digger, hit-hitting, equip-equipping

Suggested Books:

Mastering Spelling, Barbara Seiger, Cambridge

All Spelled Out, H. Elaine Kirn, English Language Services

Spelling Steps, Mildred Bailey, Steck-Vaughn

Dr. Spello, Kottmeyer & Ware, McGraw Hill

Spelling Improvement, Fergus, McGraw Hill

Spell It Right!, Harry Shaw, Barnes & Noble

Sequential Spelling I & II, Don McCabe, AVKO

Poetry Ideas

Here is a great idea for working with poetry. By using the format of a poem to create new poems, students learn to write and explore poetry. The examples on the next page show an easy version of a poem and a more difficult one. The poem On My Own below, is an example of how one teacher and her class played with the format. It and the Langston Hughes poem Still Here come from Cindy Hallanger, one of our volunteer teachers. Cindy made a video of the TV special on Langston Hughes and collected all of the poems used in the special. If you want to use them or the video for any reason, talk to a staff person.

Still Here

by
Langston Hughes

I been scared and battered.
My hopes the wind done scattered.
Snow has friz me,
Sun has baked me,
Looks like between'em they done
Tried to make me
Stop laughin', stop lovin', stop livin',
But I don't care!
I'm still here!

I been _____...
My hopes _____...
_____ has _____
_____ has _____
Looks like _____...
Tried _____...
Stop _____; stop _____; stop _____
But I don't care!
I'm _____

On My Own

I been hurt.
My hopes been down.
When I walk down the street,
Seems like people are staring at me
MAD!
Looks like darkness and fear
But I don't care!
I'm making it on my own!

by
New Beginnings Literacy Class
October 17, 1988
Based on "Still Here"
by Langston Hughes

Hope
by Langston Hughes

Sometimes when I'm lonely
Don't know why,
Keep thinkin' I won't be lonely,
by and by.

Sometimes when I'm _____
Don't know why _____...
Keep thinkin' _____
by and by.

My Kind of School

by
Raymond Teeseteskie

Deep in the forest
recess
Where a cool breeze
Fans my face,
Where the warm sun
Shines in bright
Geometry problems
Through the leaves
While birds lecture and scold
And squirrels play at recess
Through the trees —
This is my kind of school.

Or give me
A great rock ledge
Overlooking a valley.
Below me, let me study
People as they rush about
As if today stands alone—
Their only time
For running past
Their neighbors.
And still I sit
In quietness,
Learning from them
That to run
Is to run,
Is to run. . .

Deep in _____
Where _____
_____
Where _____
_____
Through _____
While _____ lecture and _____
And _____ play at
_____
This is my kind of school.

Or give me
A _____
Overlooking _____
Below me, let me study _____
As if _____
_____
Their only _____
_____
_____
And still I sit _____
In _____
Learning from them
That to _____
Is to _____.
Is to _____...

Making Lists

Purpose: spelling practice, vocabulary building, developing mental fluency and creativity.

Activity:
Ask your student to write as many words as he or she can in 60 seconds (or two minutes) that are:

1. things found in a grocery store or
2. things that fly or
3. little things or
4. giant things or
5. things that are round or
6. desserts or
7. heavy things or
8. things which are read or
9. things which are red or
10. things that grow or
11. things found under the water or
12. things that melt or
13. transportation or
14. things found at a party or
15. things that come in pairs or
16. things that fit in the palm of your hand or
17. things that have corners or
18. things that rip or
19. things that are yellow or
20. things that make you feel warm or
21. things you can do with a bit of wire or
22. things you can do with bicycle wheel or
23. things you can do with one sock or
24. things you can do with a poker chip or
25. things you can do with your voice or
26. things you can do with a safety pin or
27. things you can do with a shoe lace or . . .

As another activity, suggest that your student compose a poem using all the words generated in one of the exercises above. Numbers 2, 3, 4, 5, 7, 10, 11, 12, 16, 18, 19 or 20 might make especially good poems. Variations: a) write a poem about being angry using five words from #18; b) write a poem about childhood using eight words from #19.

Cinquain

A cinquain is a five-line pattern for poetry. It can be used to create mini-stories or poems by your student. Cinquains are constructed by a simple formula.

On the first line, write a N O U N (person, place, thing or idea)
On the second line, write TWO ADJECTIVES (words that describe the noun)
On the third line, THREE VERBS (words that tell what the noun does)
On the fourth line write a PHRASE about your noun (several words that tell a thought about the noun)
And on the last line, repeat the noun or write a SYNONYM for it (a word that has the same meaning)

Here are some examples:

Lightning	*Husband*	*School*
blue, jagged	*irritating, beloved*	*boring, long*
terrifies, breaks, kills	*cooks, kisses, argues*	*writing, learning, skipping*
making nightmares	*a knot of contradictions*	*I liked one teacher*
lightning	*friend*	*school*

The cinquain is not unlike the Language Experience Story in that it gives you insight into some of your student's thoughts and interests as well as giving you the opportunity to work on word recognition through using the students own words.

Use your own judgment as to whether or not to explain the concepts of NOUN, ADJECTIVE, VERB, PHRASE and SYNONYM. It's a good way to introduce these concepts if you feel your student is ready for them. If not, you can say, for example: "Tell me something you hate (or love, or are disgusted by, etc.); tell me two words that describe this 'something'; give me three words that tell me what this something does; next, tell me a thought about your something; and, finally, give me a word that means the same as your first word."

If your student is advanced, you can carry the Cinquain a step further. Have him/her write a Cinquain according to the formula, then a paragraph with or without your help that incorporates all the ideas expressed in the cinquain.

Comprehension

Of course, there is no reading taking place nor any sense to opening a book if meaning isn't received from the printed page. All activity in a tutoring session needs to be focused on comprehending what is being read. This is the heart of reading. No word is a good sight word unless it can be used in a sentence or another context by the student. Word patterns are useful for learning important building blocks for creating and reading words, but if the words in the pattern are unknown, it's simply a dry, boring list.

In every activity the tutor needs to work for comprehension by teaching the meaning of words, presenting words and asking the student to use words in context and by questioning the student in a fun and provocative way. We recommend two approaches to teaching comprehension.

1st: Cloze Exercises / Practicing Guessing

Good readers use context clues and guessing all the time, and it's possible to teach these skills to new readers.

All of our students come to reading with an enormous vocabulary and common sense about the world. This information can be used to predict what the words in the sentence might be. There are three kinds of guessing that good readers use unconsciously. One is guessing based on the meaning of known words. A second is guessing based on knowledge of grammar. The third, and evidently least used, is guessing based on phonics information.

Let's use this sentence as an example: "She pinched him on his [unknown word]." Once the student reads the word "his" s/he realizes, using grammar clues, that the list of possible words is limited to the category of nouns. By comprehending the meaning of the rest of the sentence the student can also guess that the list is further narrowed to the category of body parts. If a little phonics is known, and the letter "f" can be made out, that narrows the choices even further: face, forehead, fanny, foot, forearm. By reading further, the reader can gather more information about the response to the pinch etc., and narrow the choices even more until the right word can be guessed.

To isolate and practice these skills one of the best activities is the "Cloze" exercise. "Cloze" exercises are pieces of writing that have had some words deleted that the student is asked to replace. You begin to create an exercise by locating interesting readings at the student's level. Language experience stories are ideally suited for this. Delete words that will challenge the student to use the information they have in order to replace the word. Do not delete words that are impossible to guess.

The first time you do this type of practice, use the sentences you have already been using as contexts for target sight words and leave blank the places for the sight words. Use enough sentences so that you have at least two blanks and three word cards to work with. Have your student place the word cards under the appropriate blank and read the resulting sentence.

I love_____. She loves me.

My _____ is ok but a little mean.
(The sight words are boss. coffee, Hilda)

Expand on this by constructing new sentences for the sight word you wish your student to practice. In this way, s/he will be learning to recognize the word in new contexts.

When a student has mastered the first activity, present him or her with sentences in which a deleted word is replaced by the correct answer and another choice.

Victor was a sweet _____.
(child, dessert)

Rose loved him like a _____.
(moth, mother)

When this stage has been mastered, present slightly more difficult exercises by providing no alternatives. In this case, accept any sensible response as correct, whether it exactly matches the original word or not.

My uncle ____ me money for my birthday.
(acceptable responses: gave, gives, lent, lends, sends, sent, mails, mailed, etc.)

You can invent different exercises to cthe use of different kinds of clues:

You have to leave s__n! (phonics clues)

She dried her eyes_____. (grammar clues)
(quick, quickly)

The old man smiled _____. (grammar clues)
(bittter, warmly)

He was confused about his life. He didn't know which _____ to turn. (comprehension clues)
(one, way)

Comprehension continued...

2nd: Comprehension Activities

Some of these activities are appropriate for beginning readers, some for intermediate. Think about using one a week with your student.

Word Meaning:
Match words with definitions.
Match words with pictures.
Guess the meanings of words from sentences.

Facts:
Answer factual questions after reading a passage or after reading a sentence.

Main Idea:
Write a headline or title for a passage.
Match headlines or titles with paragraphs.

Sequencing:
Put news story paragraphs in chronological order.
Reassemble frames of a cartoon that have been cut apart and scrambled.
Retell a story.

Categories:
Make headings and list as many words as you can under each.
Tutor makes headings from a story and student sorts word cards from the same story.
Sort 10 or 20 words into meaningful groups (your sight word cards).

Inference:
Fill in the balloons for a cartoon that's had the words blanked out.
Tell what happened before and after a certain photo was taken or before and after a paragraph in a book.

Application:
Write about how to use the new information from the reading.
Write a new story about one of the characters from a reading.

Opinion:
Pick facts and opinions out of an editorial, notice the difference.
Find news articles on the same topic written by authors with different opinions.

Identification:
Discuss how a passage makes you feel.
Find a word or phrase that exactly describes how things are for you.
For a passage that doesn't touch you at all, tell why.

Defense of Opinions:
Ask the student's opinions on the lessons.
Allow your student to disagree with you.
Read something with outrageous opinions and construct an argument against them.
Write letters to the editor.

Other Ideas:
Follow interesting written instructions:
directions to a destination on a map
directions to fold a paper airplane
make something good from a cookbook
Write a play/read a play.
Read letters written by the tutor to the student about the student.
Read and write poetry and discuss it.

Critical Thinking for Reading

Here is a brief list of questions you might consider asking your student about the content of their reading. There is no particular order or number of questions - - feel free to improvise, add, or subtract from the following.

A. Factual

1. What are the basic facts: names, dates, location?
2. Who are the main characters? What are their features: age, occupation, sex, race?
3. What is the sequence of facts — what comes before what?
4. Who or what are the referents fo pronouns — for example, "Who is the 'she' mentioned in line 4?"
5. Who is the story being told to?
6. If you were to divide this story up into parts, what would they be?
7. What does the title refer to?

B. Interpretative

1. What is the main idea of the reading? In one word?
2. What will come next in the story or reading?
3. What would a list of the important details include?
4. Is a particular action a cause or an effect?
5. Where is the author standing to see what s/he sees?
6. Who is the author of the reading: male/female, race, age, education? How can you tell?
7. Is a particular detail something one can get with the five senses or is it a judgement?

C. Critical

1. What is the mood: happy, sad, crazy, scary, peaceful?
2. Why did the author write this particular piece? What does s/he want you to get from reading it?
3. Is this a good work? Why or why not?
4. Does the author have prejudices? A particular point of view?
5. Which characters or people mentioned in the story does the reader agree with?
6. Does the author seem to know what s/he is talking about? Does the reading seem realistic or does it fit with your experiences?
7. Would you change anything about this strory, if you could?
8. Are you interested in reading more things by this author or do you want to try some one else?

Guidelines For Assessing Adult Literacy Materials

These guidelines are reprinted with permission from The Curriculum Working Group, Metro Toronto Movement for Literacy, 9 St. Joseph St., Suite 302, Toronto, Ontario, Canada. Telephone (416) 961-4013. September, 1987

"The following guidelines for assessing the usefulness of adult literacy materials were developed by the Toronto Curriculum Working Group, which is made of literacy workers and members of the Metro Toronto Movement for Literacy. We wrote these guidelines to articulate the need we felt, as literacy practitioners, to provide adult learners with materials which reflect their needs, goals and interests. We hope these guidelines will be useful in the following ways: to help those who work with adults cultivate a critical awareness when choosing teaching materials or developing resource materials; to help literacy practitioners who are developing their own learning materials; and to assist commercial publishers in understanding the needs of adult learners. Our guidelines will continue to change as our understanding of literacy grows.

A. Content

1. The material must be relevant and interesting to adults living in Canada.
2. The material should respect the dignity of the adult learner.
3. Materials developed in any language should be relevant to the culture and needs of the learner.
4. Learners, tutors, and programme workers should consider the author's educational philosophy as well as any social assumptions made about the learners and society (e.g. race, sex, and class bias.)
5. The content should be ordered logically and make sense.
6. A description of how and where the material was developed is useful, especially if literacy program participants took part in its development.

B. Format

1. Visuals and layout should be appealing to an adult.
2. Graphics should be rendered clearly and provide clues to the text.
3. The material should appear in a form and type face that are easy to read, and have a binding that is easy to handle.

C. Applications

1. If there is an instructor's guide, it should stress that the learner's expressed needs are more important than following the book from start to finish.
2. Instructions should be clear so that the learners can use the material independently wherever possible.
3. The material should encourage both the adult learners and the tutor to be creative and engage their critical and imaginative abilities.
4. A variety of activities should be presented at each level of difficulty in workbooks so that learners can reinforce a new skill by using it in different ways."

Tutor Resources

Tutor resource files: subjects as varied as comprehension, employment, fables, grammar.

Progressive education files: material and reading on international and progressive literacy efforts. Highly recommended, exciting reading.

Tutor creative area: blank paper, pens, books to cut up and use.

Cassette tape decks: located in office area to use while in the center.

Workbooks

Workbooks are available in the office area. You can borrow them to review with your student.
Fill out the form kept with workbooks in office. Students are expected to buy their own books.
If your student can't afford a book, there are limited scholarship funds available.

Contemporary 1-8 or teacher's manual
$3.50 each

The Contemporary series has eight books that gradually progress through basic phonics skills and a large number of sight words. Odd-numbered books have life-skill themes while the even- numbered ones tend to have stories about people. The series takes the student through the third grade level and starts a little lower than the Challenger series.

Challenger 1-5 or teacher's manual
$5.25 each

The Challenger series is an interesting set of five books. Numbers 1, 3 and 5 feature fiction about a set of adult friends and relatives. Numbers 2 and 4 contain non-fictional readings. The large number of exercises at the end of each reading are phonics and comprehension-based. There is a separate answer key so the student can correct his or her own work. The series uses a controlled vocabulary and takes the student through the sixth grade level.

Books to Check Out

Pleasure reading, mysteries, classics, real-life stories, African American collection, survival skills, driver's manuals, writing, reference, and much more.

Tapes of Books

We have hundreds of the pleasure reading books in the library recorded on tape. Students can check out tapes and tape players in the office to use with library books while at the center.

How to borrow books

Sign name, phone number, book name and date on cards near books. File alphabetically by your last name. Keep two weeks; return book to drop box. Can be renewed.

Free Books

Books that have been donated to Goodwill are set out on tables around the center for students to take home and keep. Please check the tables with your student frequently as we add new books weekly. <u>All dictionaries are free.</u>

Newspapers

We subscribe to "News for You," a weekly publication of current events, crossword puzzles, sports and movies which is written at a fourth grade reading level.

City Libraries

Douglass-Truth Library
23rd and E. Yesler Way Phone: 625-4904
Hours: M 1-9 Tues 1-9 Wed 1-9 Th 10-6
F Closed Sat 10-6 Sun Closed

Seattle Public Library - Downtown
1000 - 4th Ave. Phone: 625-2655
Hours: M 9-9 T 9-9 W 9-9 Th 9-9 F 9-6
Sat 9-6 Sun 1-5
Books for adults on 2nd floor in the Education Dept.

Suggested Books from our Library

Fiction:

Murder by Radio	by	Judith A. Green
A City for Ransom		Judith A. Green
Just Once		Mary Blount Christian
Juan and Lucy		Tana Reiff
The Family from Vietnam		Tana Reiff
Mollie's Year		Tana Reiff
A Place for Everyone		Tana Reiff
All The Way Back		Anne V. McGravie
Take Care of Millie		Jessie Redding Hull
Mary Ellen and Ida		Stephen Beal
Images of Courage		Catherine Podojil

Biographies of Famous Black Americans:

These books are shelved in the office area and are bound with a black plastic spiral.

Fannie Lou Hamer	by	June Jordan
Malcom X		Arnold Adoff
Marian Anderson		Tobi Tobias
Arthur Mitchell		Tobi Tobias
Cesar Chavez		Ruth Franchere
Ray Charles		Sharon Bell Mathis
George Washington Carver		Peter Towne
Paul Robeson		Eloise Greenfield
Harriet Tubman		Francene Sabin
Barbara Jordan		Maurice Roberts
Gordon Parks		Midge Turk
and,		
Black Heroes of the American Revolution		Burke Davis

Books Recommended by Students:

Archie and Mehitabel	by	Don Marquis
In and Out the Windows		Harriet Coret
Bible Adventures		Carol Ferntheil
Dennis the Menace Rides Again		Hank Ketcham

Gunning Fog Readability Index

A readability index is a short, simple formula used to determine the reading level of a piece of writing. We are giving you this particular formula, the Gunning Fog Index, because it is frequently used by publishers of books for new adult readers. It is useful to you as a tutor in deciding what material would be appropriate for your student. Material at, or slightly above your student's reading level is recommended. Material that is significantly above your student's level, but desirable for its content, may require increased tutor support and pre-reading activities.

Sample: From The Beans of Egypt Maine, by Carolyn Chute:

> It's Saturday morning. All clouds. Very cold. When daddy's downcellah busy with his lathe, I go to the edge of our grass to get a look at the Beans. The Beans' mobile home is one of them old ones, looks like a turquoise-blue submarine. [It's got blackberry bushes growin' over the windows.
>
> I scream "HELLO BEANS!"
>
> About four huge heads come out of the hole. It's a hole the Bean kids and Bean babies have been workin' on for almost a year. Every day they go down in the hole and they use coffee cans to make the hole bigger. The babies use spoons. Beside the hole is a pile of gingerbread-color dirt as tall as a house.
>
> I say "Need any help with the hole!!!?"
>
> They don't answer One of 'em wipes its nose on its sleeve. They blink their fox-color eyes.
>
> I mutter, "Must be the stupidest hole." The heads draw back into] the hole.

Directions:

Count out 100 words.

Count number of sentences within the 100-word sample. (If more than half of the last sentence is included within the 100, count it also.)

Figure the number of words per sentence by dividing 100 by the number of sentences.

Count the number of "difficult" words, (i.e words of 3 syllables). Don't count proper nouns, compound words or verb-ending words. Ex: importing, imported

Add the number of "difficult" words to the average words per sentence.

Multiply total by the magic number 0.4 to get the approximate grade level. (For longer works, find the level for three passages and then average them.)

Formula:

$\frac{100}{\text{Number of sentences:}}$ = average words per sentence

Average words per sentence _____

Plus number of difficult words +_____

= _____ total

X 0.4

= _____ approximate grade level

Learning to Use the Computers

Introduction

Thanks to a grant from the Murdoch Foundation, we have been evaluating, purchasing, and organizing software for student and tutor use at our center. The following is a list and description of all the software we currently have available for student and tutor use. Our computer lab is not by any means complete. If you would like to make suggestions about specific programs you'd like us to preview, or if you would like us to consider a program that addresses a particular skill, please speak to any staff member.

Learning how to use the computers and software

We have designed the training to be short, simple and hands-on.
1. You can learn all about operating the computer when you're ready to learn how to use a particular piece of software.
2. When you would like to learn how to use a computer, please set up a time with a staff person and come with an idea of the particular software you are most interested in, based on the attached descriptions. Our schedules are flexible and we'd be happy to meet with you at a convenient time for you. We can work with students or tutors independently, or both of you at the same time.
3. Once students learn how to use a program, they can work independently of their tutors and spend more time at the center. Our goal is for the computers to be used as much as possible to supplement learning.
4. Plan to spend about a half-hour with a particular piece of software each time you use it.
5. If you need more information about a program, or if you would like to create your own spelling lists for games, we do have the original software manuals with directions on the shelves. Please let a staff person know of your interest before you try to alter any program.

Notes on the two types of computers we have and how to operate them:

Apple IIGS:
l. Best for drills and educational games played independently or in pairs

Apple IIGS Notes:
To turn computer on — push master switch at bottom of computer
To insert disk — hold disk between your fingers, insert with label side up into large disk drive and pull down door
To store disks — return to disk cover and put in notebook
To re-boot — press Apple button and Control button simultaneously and press the reset button (the very top button)
To quit — eject disk and turn off master switch

Learning to Use the Computers continued...

Macintosh:

1. Wordprocessing for students: teaches that concept of editing is inherent to writing
2. Some games for students
3. Volunteers and students can enter LES onto computer for publication in books or newsletter
4. Volunteers can wordprocess their lessons

Macintosh Training:

To turn computer on — press master switch at base of computer
To use mouse — keep tail facing away from you and mouse on table top
To open menus — move the mouse to the words at the top of the screen and hold down the mouse button.
To save document — move to the file menu and select "save"
To quit — move to the file menu and select "quit", then move to the special menu and select "shut down", then turn off the master switch at base.

Regular use of the computers

To reserve a time on the computer, please write your name and the date you would like to use the computer on the sheet posted beside the particular computer you would like to use.

Signing In

We have a slightly different record-keeping system for using the computers.
1. Each student will have her or his **own sign-in sheet** which will be kept on a clipboard near the computers.
2. On the bottom of each student's sheet, s/he will write her name and will put it in alphabetical order on the clipboard for quick reference.
3. Each time s/he uses the computer s/he will write the date, the name of the program, the subject area and the total time spent that on that program.
4. Each time a student uses the computer, s/he will look for her/his name and record what s/he did that day.
5. If a tutor and student use their regular tutoring time on the computer, the tutor will sign in as usual, but will note that the amount of time spent on the computer. The student need not sign in on her/his regular clipboard, but only needs to sign in on the computer clip board.

Supplies

In the lab you will find pencils and paper. Please have your student use a pencil and paper each time s/he uses the computer. There may be words s/he doesn't know, or s/he may need scratch paper for working out math problems. We have plenty of empty disks if you would like to save your work onto your own disk. In addition we have dictionaries on hand and free typing books.

Software Description

We have all the software divided into 5 subject areas: Reading, Grammar and Spelling, Typing and Wordprocessing, Math, Survival Skills

Each subject has its own notebook, and all of the notebooks are kept on a shelf in the computer lab. In each notebook you will find:
1. a folder for each piece of software. For example: In the Grammar and Spelling notebook, the first folder is labeled "Capitalization Practice".
2. Inside the folder you'll find our evaluation of the software, directions on how to use the program and the disk itself.
3. To use the program, remove the disk from its case, and read the directions step by step.
4. If you would like more information on how to use the software, you can look through the original manuals which are also kept in the computer lab.

READING

Name	Description	Level
Upper/lower case match	Match lower to upper case letters	(0-1)
Alphabet Line	Type correct letter in alph-order	(0-1)
Alphabet Blocks	Animated program that shows and speaks letter names and sounds	(0-1)
Talking Tiles	Students use the mouse to move letters together to create words which the computer will read aloud. Instructor can give student a spelling list to practice with.	(0-GED)
Who, What, Where, When, Why	Student reads a short phrase and must choose whether it refers to Who, What, etc	(0-4)
Word Attack	Game in which student is given a description of a word, and then must show s/he knows the word by shooting it. Program teaches and reinforces knowledge of nouns, verbs and adjectives.	(4-5)
Missing Links	Cloze exercises in which the student can choose to fill in single letters or whole words to try to gain meaning from ext. Passages from the Classics are used.	(5-GED)
Speed Reader	Speedreading program that uses eye tracking exercises.	(5-GED)

SPELLING

Name	Description	Level
Compound Words and Contractions	Students drill on compounds and contractions in an exciting way.	(1-5)
From ABC to XYZ	A tutorial and games disk in which students learn to alphabetize. The easiest level begins with the student adding the correct letter to a single alphabet line. Other levels teach students to look for the second and third letters in a word to alphabetize them. The focus of the disk is on learning how to find words in a dictionary.	(0-GED)
Crossword Magic	Crossword game that allows a tutor to enter a student's sight words. The computer will create the game after the tutor enters the answer clues.	(0-GED)
Spell It	Several games to choose from on this disk: Unscramble words, or make a frog jump to catch the word that is spelled correctly, and more! The easiest level begins with the letter spelling of numbers, however you can create your own spelling lists.	(0-GED)
Hangman	Just like Hangman game; 1 person types in a word and the other guesses. If you are wrong, you are hung!	(0-GED)
Spelling Words	Type in your students spelling words. Words will speed down the screen and disappear. Student must then type the word correctly. While it is easy to enter your words, the game isn't very exciting.	(0-GED)
Speller Bee	Spelling games in which the computer reads directions and words aloud. Note: the computer's voice is somewhat hard to understand and the graphics are sort of childish (bees and honey).	(0-GED)

GRAMMAR

Name	Description	Level
Capitalization Practice	Student learns capitalization rules by reading short sentences and answering questions.	(2-3)
Verbs	Student learns to identify verbs and verb tenses in sentences and answers questions	(2-5)
Nouns/Pronouns	Student learns to identify nouns, possessives, pronouns; both singular and plural by reading short sentence examples and answering questions.	(3-4)

TYPING/WORDPROCESSING

Name	Description	Level
Type to Learn	Teaches student the keyboard beginning with the homerow. Program shows a picture of hands that are color-coded to the keys to teach. There are games as well!	(0-GED)
Mastertype	Teaches typing by touch using an arcade game. Students need to know the home row keys and be comfortable with games that involve speed.	(0-GED)
Microsoft Word	Wordprocessing program. Students need to know basic typing skills. They can practice wordprocessing by copying poems, stories, LES. Tutors can use this program to type, edit and print students LES. The advantage to using this program is that you can edit spelling easily. This is the program that we use for our newsletter and all publications.	(1-GED)

MATH

Name	Description	Level
Math Blaster	Students can practice adding, subtracting, multiplying, dividing whole numbers, fractions and decimals horizontally, or vertically. There is also a game in which the student reads a math problem and shoots at the correct answer.	(0-GED)
Survival Math	Simulated games that teach budgeting, estimating costs and recording expenses while shopping, building and traveling.	(7-GED)
Soccer Math	Game for 2 students to play together Each student gets one turn to answer a math problem. If s/he is correct their player kicks a soccer ball into her/his goal. If s/he is wrong, the other player gets a turn. Students practice addition, subtraction and multiplication of one and two digit numbers.	(0-4)
Flash Cards	This is a simple program in which students practice skills in addition, subtraction, multiplication and division of whole numbers by answering problems on a series of flashcards held by a cartoon hand.	(0-5)

SURVIVAL SKILLS

Name	Description	Level
Washington Drivers Guide Review	Students can study for the Washington state driver's license exam using this question and answer format.	(4-GED)
Driving Procedures Quizzes	Practice questions from the Washington state driver's exam.	(4-GED)
Keys to Responsible Driving	Assuming students know the mechanics of driving, this program helps students become safe drivers. General information on control skills, signs, city and town driving, with pre and post test.	(4-GED)
Understanding Contracts	Tutorial that explains the language and meaning of contracts.	(4-GED)
Filling Out Job Applications	Tutorial that asks students all of the common questions found on job applications. Tutor will need to help beginning students read the questions. Once completed, students can print a copy.	(1-GED)
How to Read for Everyday Living	Practice filling out forms, read labels, menus, advertisements, manage money, read schedules and maps.	(4-5)

Lesson Planning

Lesson planning is generally the most demanding of the many tasks required of teachers and tutors. In this section we provide information about the way we would like tutors and teachers in our program to plan lessons. We don't expect that learning more about it will make it any less demanding but we hope the following information will help you write the best plans possible.

Some general principles:

1) Lessons revolve around the student's goals.

One of the unique features of this program is that our primary focus is on the student. His or her own learning goals dictate the lesson plan. The student will begin setting goals the first day he or she comes to the center. You and your student will continue the process when you write up your agreement at the first lesson. We expect that as the two of you work toward and accomplish the student's goals, goal setting will become ongoing.

As you plan lessons, refer to the goals you have agreed upon with your student. Some of those goals are small, manageable and concrete like learning to write a child's name. Those can be written on lesson plans as lesson objectives. Others are larger or more long-term like being able to help a daughter or son with school work. In those cases, refer to the lesson objectives in this book, and choose the ones your student needs to work on next.

2) Lessons have themes that are closely related to students' lives.

All of us learn more quickly and more thoroughly when the subject is close to our hearts. Whereas one person memorizes football trivia with passion, another can talk with animation for hours about his children, and another will spend hours poring over a newspaper for information about events in foreign lands. Some things move us and others don't.

In addition, learning proceeds more quickly when a number of things to be learned are interconnected; held together by some obvious thread.

As tutors we can make use of both of these facts by building lessons on themes. The reading, Language Experience Stories, words, writing assignments, discussions, examples etc. can revolve around the latest topic that moves your student. Comprehension and critical thinking skills are enhanced by being able to deal with a subject in depth and over time.

Choosing themes can be more difficult than it would appear. We all recognize the moment when a topic really touches us. It's harder to recognize that moment in others. We have to listen to the student with more than just our ears. We have to pay attention in a new way, a way that distinguishes between passion and boredom, between true enthusiasm and polite agreement. Asking questions is only one approach. Noticing when a student is excited by an idea is another. Regularly discussing Language Experiences Stories and identifying the charged or recurrent themes will also produce results. A word of caution: Don't try to "finish" a theme before starting on a new idea. Respond to the student's interests as soon as you encounter them, as soon as the previous idea begins to lose its charge.

3) Lessons build on each other

Effective learning experiences follow certain patterns. They generally are initiated with subject matter that is of high interest to the student and then move toward subjects which are important but of less immediate interest. (For beginning readers, one would likely use subject matter of high interest almost exclusively. Other subject matter comes much later in G.E.D. preparation classes.) Effective learning experiences usually start with the familiar and gradually introduce the unfamiliar. In addition, effective learning generally starts with more simple things and gains complexity over time. In other words, effective learning experiences move:

from high interest subjects....	to important but less immediately interesting subjects (over months or years)
from the familiar...	to the new (over a single lesson)
from the simple...	to the complex (possibly over several weeks for each concept)

4) Each lesson contains review and reinforcement

The unfamiliar becomes familiar by repetition and review. Once something is grasped, it is reinforced by repeatedly calling for its application in subsequent lessons. To repeat learning experiences in fresh ways is one of the skills of teaching: to use the student's most heartfelt concerns and innate sense of fun to keep him or her engaged while reviewing something for the hundredth time. No one has ever learned much while being bored. Beginning readers rarely learn without an enormous quantity of repetition. Solving this seeming contradiction contributes to the art of tutoring. Games, puzzles or activities involving movement or other kinds of play are great ways to review.

5) Lessons contain a variety of activities

The skills of reading and writing are multifaceted, therefore, the learning experiences must be also. Below are guidelines we recommend to insure that the various skills of the reading and writing process are continually practiced.

Activity	*Suggested time per four-hour period*
Review	20 minutes
Language experience stories	35
Comprehension/critical thinking	40
Sight words	25
Phonics/word patterns	30
Reading (aloud, to student, duet, silently)	30
Writing	30
Spelling/Punctuation/Grammar	20

Learning Objectives

These are suggestions to choose from in designing lesson plans. You will want to review the student's personal goals written up on the student/tutor agreement before choosing objectives from this list. Some student's goals are small and concrete enough that they can serve as lesson objectives. (Ex: Write the children's names.) Other goals are more long-term and will need to be broken down into manageable objectives probably taken from this list.

Reading:

These objectives are listed from the largest concepts to the smallest. "Reading Words in Context" uses the largest units of reading material: sentences, paragraphs and books. Phonics uses the smallest: letters or short combinations of letters. If a student is having difficulty with a concept, try explaining it with examples from a larger concept. Ex: If the sound "bl" is posing a problem, use known sight words that begin with "bl" as examples, or sentences from Language Experience Stories that contain "bl" words.)

Reading Words in Context:	to guess from meaning clues (What words would make sense in this sentence?) to guess from grammar clues (Is it a noun, verb, adjective, etc.?) to guess from phonics clues (What sounds in the word can be easily identified?) fluency (rapidity and smoothness) quantity (the amount the student can read)
Sight Words:	to recognize words from language experience stories to recognize words that help the student reach his/her goals to recognize words from important discussions to recognize words from the student's environment (work, home, street signs) to recognize words from pleasure or other reading
Word Patterns:	to understand rhyming to recognize three-letter word patterns to recognize four-letter patterns to work out words made from combinations of three and four letter patterns to recognize common prefixes and suffixes to identify sounds of common combinations of letters (for example: "tion", "ight", etc.)
Phonics:	to identify sounds of the consonants to identify sounds of consonant blends to identify sounds of consonant digraphs

Learning Objectives continued...

Writing:

to write the student's name
to write the alphabet
to copy sight words
to write words and sentences
to copy language experience stories
to copy reading material important to the student
to write sentences
to write for daily living (applications, checks, etc.)
to write friendly letters
to write letters to the editor
to write business letters
to write stories and poetry
to spell accurately
to punctuate accurately: periods, question marks, commas and quotation marks
to use grammar accurately: capitalization: names, the pronoun "I", days of the week, and of the first word in a sentence; parts of speech: nouns, pronouns, verbs and adjectives; complete sentences; agreement between pronoun and antecedant; paragraphs
to write for a particular audience

The three stages of learning to write:

Expressing thoughts in writing for self (The goal is self-expression).
Expressing thoughts in writing for friendly readers i.e. other students, family, etc. (The goal is clarity and communication).
Expressing thoughts in writing for strangers (The goal is accuracy).

Comprehension/Critical Thinking:

(See the section on Comprehension for examples of activities).
to understand word meaning
to recall information (facts, ideas and concepts) given in a reading
to understand a concept as stated in the reading
to identify the main idea
to put events or items in sequence
to put items in categories
to compare and contrast items
to identify relationships among items
to infer
to apply concepts in the reading to other situations
to differentiate between fact and opinion
to identify the point of view of the writer
to evaluate a reading for validity, truth or value
to detect stereotypes
to identify with a reading or relate it to personal experience
to defend opinions logically

Lesson Plan

Date_____ Student_____
Theme_____ Tutor_____

Objectives

Comprehension/Critical Thinking:
1)
2)

Mechanics of reading:
1)
2)

Writing:
1)
2)

Activities

Approx. Time

Review:

Language Experience Stories:

Comprehension/Critical Thinking:

Sight Words:

Phonics/Word Patterns:

Reading (aloud, to student, duet, silently):

Writing:

Spelling/Punctuation/Grammar:

Homework

Alternative Lesson Plan #1

Date_____ **Student**_____
Theme_____ **Tutor**_____

Objectives

Comprehension/Critical Thinking:
Mechanics of reading:
Writing:

Reading (aloud, to student, duet, silently, with tapes):

Reading activities (Language Experience Stories, Phonics, Word Patterns, Sight Words):

Writing, Spelling, Grammar, Punctuation, Creative Expression:

Comprehension/Critical Thinking:

Assign homework:

Alternative Lesson Plan #2

Date_____ **Student**_____.
Theme_____ **Tutor**_____.

Objectives

Comprehension/Critical Thinking:
Mechanics of reading:
Writing:

Go over homework:

Review:

Introduce something new:

Fun (games, puzzles etc.):

Activities to choose from: Language Experience Stories, Comprehension/Critical Thinking Sight Words, Phonics/Word Patterns, Reading (aloud, to student, duet, silently), Writing Spelling/Punctuation/Grammar.

Evaluation

What worked well?

What didn't work out as planned? Why?

Based on what happened in this session, what are some ideas for next session's objectives?

Things To Ask Yourself While Planning Lessons

1) What should be reviewed from the last lesson? How? What did the student learn that I could ask him/her to apply in a different context? Are there games I could invent with which to practice past learning?

2) What are the student's goals? (Review list on student/tutor agreement.)

3) What objectives did we build up to in the last lesson? What are the next steps? (Refer to Learning Objectives in Tutor Handbook) Will we be taking any past learning to the next level of complexity?

4) Will we continue with the previous theme? Move to a new theme suggested by the student's interests in the last lesson? Proceed without a theme for this lesson?

Now Write the Lesson Objectives

5) What are several activities that would teach and practice these objectives? Are these activities varied? Am I planning enough different kinds of activities to meet the time guidelines in the tutor handbook?

6) What is one self-explanatory activity the student could do without my assistance for homework? Is the activity fun, attractive? Does it review or reinforce an objective that was well understood by the student in class?

7) In what ways can I weave in comprehension and critical thinking activities throughout the entire lesson?

Now Write the Lesson Plan

Your first meeting

1) Spend some time getting acquainted.
2) Talk about learning goals.
3) Set tone of sessions.
4) Establish commitment.
5) Complete and sign tutor/student agreement. Keep one copy each and return the other to your staff contact
6) Review student handbook. Read together.
7) Have some possible plans for activities. Your student may wish to jump right in.

Responsibilities:

Sign-In: Please sign the clipboard inside the office before and after each lesson and have your student do the same. Tutors sign on the white sheets, students on the yellow. Please make an effort to accurately record this information since hours are recorded monthly in preparation for student assessments.

*** Important:*** If your student is a Goodwill trainee, s/he needs to "clock out" for every lesson. S/he should bring a time-card to your staff contact for initialing. Trainees can only clock out for one hour at a time. Every fourth hour of classes is paid for by Goodwill. When you come to meet your student, check in at the front desk and have the receptionist call her/him from work.

Student/Tutor Agreement: You will complete this with your student at your first session. It will help to set the tone of upcoming sessions. The agreement is an opportunity for you and your student to make a commitment to a lesson schedule and to accomplishing specific goals. This is returned to your staff contact after your first meeting.

Lesson Plans: Lesson planning forms are available on the table just inside the office, near the clipboar where you sign in. Use the lesson planning forms for reflection and planning. Some helpful questions for developing plans are printed on the back side of the form. The plans are an important vehicle for accountability to our program, information sharing with other tutors and communicating with substitutes. In additon they help your staff contact review your student's activities and progress before each 100-hour assessment. We suggest you xerox a copy to keep for yourself before placing a copy in the student's file. Experienced tutors, called mentors, will read the lesson plans each month and give you feedback and support. Feel free to write questions, complaints and calls for help on the plan for your mentor tutor to answer.

Student/Tutor Follow-up: After your first lesson, set an appointment to meet with your staff contact. Bring your lesson plan and signed agreement along with ideas and questions. (Your student will also receive a follow-up call.)

Assessment: After you've met with your student for 10 hours of lessons, your staff contact will talk with both of you about your sessions. It is only after each 100 hours of tutoring that s/he will actually test your student. Please do keep us posted all along, however, and let us know if we can be of assistance with materials, teaching techniques, resources, referrals, specific books, or any other needs you might have.

Problems: If you have any difficulties meeting with your student, or if s/he needs additional services such as a vision check-up, counseling, child care, employment/educational counseling, you/your student may speak with your staff contact.

Goodwill Literacy
Student/Tutor Agreement

Student's Name:_____ _____ Date:_____

Tutor's Name:_____

We agree to meet at Goodwill Literacy on _____
(days of the week)
at _____. (Goodwill Literacy is open Monday through Thursday from
(time of day) 8:30 am to 8:30 pm.)

I agree to:

1. Meet at least four hours a week.
2. Be on time to lessons. I agree to wait _____minutes for my partner before leaving.
3. Call my partner <u>before</u> the scheduled lesson time, if I'll be late or won't be able to make it to the lesson and/or leave a message with the receptionist at 329-1000 ext. 21. I will check my mailbox and the reception desk for messages.
   I understand that if my partner misses two lessons without notification, I can request a new partner.
4. Contact my staff contact:
   - after the first lesson;
   - after every 100 hours to schedule a meeting;
   - if I would like a new partner;
   - if my partner has missed two lessons without notice and I wish to have a new partner;
   - if my partner is missing sessions frequently, or one of us plans an extensive but not permanent break (illness, vacation);
   - if we decide to terminate lessons.

At the interview _____ expressed interest in working on these areas:

1.
2.
3.
4.

Based on these our short term goals are:

1.
2.
3.
4.
5.
6.

Signed:

Student_____ _____

Tutor_____ _____ Date:_____

(Please keep one copy each and return the other to your staff contact)

Suggested Reading For Tutors

Adult Education and Community Action, Lovett Clarke, Kilmurray, Dover, New Hampshire: Croom Helm (51 Washington St., Dover, NH 03820),1984

Adult Illiteracy in the United States, Carman St. John Hunter and David Harman, New York: McGraw-Hill, 1979.

And Also Teach Them To Read, Sheryl Hirshon, Intl. Pub. Group.

Between Struggle and Hope: The Nicaraguan Literacy Crusade, Valerie Miller, Westview.

"By Teaching We Can Learn: Freire Process for Teachers", by Pia Moriarty and Nina Wallerstein in California Journal of Teacher Education, Winter, 1980.

"Convergence Magazine", A quarterly journal that addresses adult education issues around the world, published by the International Council for Adult Education, Toronto.

Critical Teaching and Everyday Life, Ira Shor, Boston: Routledge and Kegan Paul, 1985.

Education for Building a People's Movement, David Reed, Boston: South End Press, 1981.

Literacy in 30 Hours, Cynthia Brown, Alternative Schools Network, 1105 W. Lawrence Room 210, Chicago, Ill. 60640, Center for Open Learning and Teaching: 1978 Out of Print- Available at Goodwill Literacy

Making a New People, Theodore MacDonald, Vancouver, B.C.: New Star Books, Canada, 1985.

Making and Using Photo Stories, Deborah Barndt, Toronto: Participatory Research Group, 1980, International Council Adult Education, 29 Prince Arthur Avenue, Toronto, CANADA M5R 1B2.

A Pedagogy for Liberation, Ira Shor and Paulo Freire, South Hadley, Mass: Bergin and Garvey, 1987.

Pedagogy of the Oppressed, Paulo Freire, NY: Continuum, 1980.

The Politics of Education: Culture, Power and Liberation, Paulo Freire, South Hadley, Mass: Bergin and Garvey, 1985.

A Popular Education Handbook, Arnold and Burke, Ontario: CUSO, 1983.

Ready From Within, Septima Clark and the Civil Rights Movement, Clark and Brown, Navarro, Cal: Wild Trees Press, 1986.

Suggested Reading For Tutors continued...

"Reflections Upon the Relevance of Paulo Freire for American Adult Education," by Jack London, in Paulo Freire: A Revolutionary Dilemma for the Adult Educator, Stanley Grabowski, ed.; ERIC Clearinghouse on Adult Education Occasional Papers #32, November,1972.

Roots of Open Education in America, Ed. Ruth Dropkin and Arthur Tobier, NY, NY 10031, City College Workshop Center for Open Education: 1976.

"The Teaching of Thinking" by Hilda Taba in Elementary English, XLII, May, 1965. (Summary of Taba's research including description of different kinds of questioning strategies.)

Themes for Learning and Teaching, Brenda Duncombe, Toronto: ESL Core Group, 1979.

Articles for Tutors

We have included in your handbook several articles on literacy issues. We have found these articles to be stimulating in some way and thought you might be interested in them also. We don t agree with all of what is said, nor do we think everything that needs to be said is covered in the articles. The authors are thoughtful people and the ideas worth thinking about.

As tutors, we learn to ask students to think about what they read before and after they read it. We ask them questions ahead of time to guide their thinking during reading and we discuss it with them afterward to get the main idea, to develop their opinions and increase the depth of comprehension. Why shouldn't tutors practice this approach in our own reading? Short lists of questions are presented here to assist with this practice. If thinking about the questions independently is not enough, speak to a staff member and we will help you organize a tutor discussion on any of these articles or others you may find.

- Jonathon Kozol, Prisoners of Silence, Chapter 5: "The Concept of the Active Words":

  1. From what point of view is the author speaking?
  2. In what ways might this writing be taken as condesending to adult reading students?
  3. In what ways does it stand up for students?
  4. What is useful in what he says about "active" or "dangerous words"? What is less worthwhile in what he says?

- Bernice Robinson, speech at Highlander:

  What in this account of classes in the South over twenty years ago, might be applicable to tutoring in Seattle today?

- Kathleen Phillips,:

  1. In what ways did Shelby's tutor create student centered lessons?
  2. It seems Kathleen Phillips is educated in reading theory and has a lot of teaching skills. What things that she did as a tutor could be done by anyone who knows how to read?

- Fox. "Summary" in A Look at Illiteracy:

  1. What do you think of Fox's statement that reading better won't help people to get a job or to get off welfare?
  2. What do you think about your current commitment to tutoring if what Mr. Fox says is true: "the track record of existing programs is not good?"

- Carmen St. John Hunter, Literacy/IlliteracyinanInternationalPerspective

  1. What can we take from Hunters information about literacy myths internationally and apply to our situation here?
  2. In her conclusion, she suggests that the best literacy programs are ones that are connected to economic development or political action projects. Is that true in the U.S.? for this program?

- Francisco Vio Grossi, Popular Concept and Implications

  1. Grossi also makes it sound as if adult education projects should be involved in action to improve the social context of the learner. Does this make sense in our situation?
  2. On page 72 Grossi lists several characteristics of popular education. In what ways are thes applicable or not applicable to our work?

Chapter 5
THE CONCEPT OF THE ACTIVE WORDS

In the struggle to eradicate illiteracy, as in all other fields of national endeavor, nothing is gotten for nothing and nothing important ever comes for free. The necessary price tag for a serious attempt to end adult illiteracy in the United States is the willingness to open up our nation to the risk of living in the presence of indignant people-people who have been cheated long, and treated ill and who, therefore, upon the acquisition of the power of the written word, may very likely feel the inclination to make vocal their long-muted sense of rage at the unjust state of silent servitude in which they have, for so long, been allowed to live.

What are the kinds of words that might most vividly awaken the suppressed desires and the muted aspirations of the unempowered poor? A great many adult literacy programs have foundered on this question. If my own observation are correct, the reason that a notable success was possible in Cuba (Cuba's national literacy campaign was recognized as the best, internationally, by the U.N.) had much to do with the government's willingness to use those kinds of words which were designed to give the people power- if they so decided, to defy those who had given them the power-and, in the long run, to defy the government which had created the whole program in the first place. In Cuba, the methods used and words selected were unquestionably provocation in bias. They were not, however, of a dulling and oppressive nature. (The bias was "anti-C.I.A. " but it was also "anti-status quo.") The government was prepared to run the risk of a totally empowered population. So must we also if we hope to see a literacy struggle win success.

What are examples of the kinds of words that we in the United States might logically attempt to use? I do not mean to prescribe a list of generative or action words. I would, however, like to make suggestion in order to answer those who often ask me to be "more specific" or to offer five or ten conceivable examples.

I would not start with any list of facile and dispassionate words but, rather, with words like "grief" and "pain" and "love" and "lust" and "longing," "lease" and "license," "fever," "fear," "infection," "nation," "doctor," "danger," "fire," and "desire," "prison," "power," "protest," "progress"or police."

These are a few examples of what some of my colleagues label "dangerous" active words, strong and volatile syllables of passion and of elucidation--the clarification, for example, of a complex system of oppressions that may not, before that moment, have been visible or vivid in

the learner's mind. The words would differ surely from region to region, city to city, year to year. These are the kinds of words, however, which, in one particular Eastern (urban) context, would be most likely to develop in the process of dialogue, as learners and teachers begin to join in common efforts to create the parameters, choose the materials, determine the setting and establish the specific goals.

My purpose, in suggestion of a certain type of generative word is not to encourage a radical's version of cultural invasion by arrogant prescription. The goal is not to try to "plant" these words and concepts in the minds of those who wish to learn to read and write. The purpose, rather, is first through the process of prior dialogue, later in the day-to-day relationship of teacher and learner-to dig down into the deep soil of those incipient concepts, dreams, longings and ideals, and of those rich oral vocabularies as well,which exist already in the consciousness of even the most broken and seemingly silent of the poor. In reminding ourselves of those oral vocabularies which exist already, we may thereby be able to obviate the condescending point of view of those who ask the age-old question: "How can we motivate these kinds of people? How can we somehow lead them to desire to learn?"

There would not be so much discussion of "the motivation process" if we were willing to give up, or were able at last to transcend, the tendency to search out and to "discover" a contrived and mechanistic motivation, especially one that satisfies our prior and often fatalistic expectations. I mean the expectations of those who are already addicts of surrender and who, no matter how earnest their intentions, do not in fact expect to see a program such as this achieve success. The motivation which teachers often try in vain to "find" is already present, I am certain, in the people whom we hope to teach. It would be the course of least resistance not to "search out" but to release that motivation from the prison cell of silence and despair. Often, in dealing with illiterate adults of the most desperate kind- those who do not adhere to any conventional tenets of our social system and do not even feel the sense of privilege or power to articulate their longing for another set of social circumstances-teachers will comment that "they do not seem to have much motivation", or "their motivation level is extremely low." In terms of conventional motivation, they are probably correct . I am thinking of something, however, very different from conventional motivation, a motivation "about-to-be," ready to surface, to evolve and to find voice, but only if the right switch should be turned-or the right valve finally released.

There is a second question that has come up often in discussion of the issue of "the dangerous words." Is there, perhaps, some possible danger in the use of dangerous words? At times, it has seemed to me a comical question; but, in plain fact, it is a sensible concern- at least on the part of

those who have a lot to lose from any transformation or disruption of the status quo.

Might poor black people who do not have doctors, to take one obvious example, become less docile, or more "dangerous," once they learn to read and write enough to recognize the grim statistics for black infant-death and black maternal-death rates in the United States? Will they be"dangerous" once they posses the skills to understand the lease they sign in order to inhabit an apartment they cannot abide for payment of a rent which they cannot afford? Will they be "dangerous" if they posses a license to drive mediocre cars out of a despairing slum into a neighborhood in which they still are not permitted to obtain a home by mortgage, or to send their kids to school?

Doctor. License. Lease. Three dangerous words...

These are the kinds of words that any literacy effort of the scale and energy which we propose would have to use if we should hope to reach some of our logical goals. If the goal of an all-out literacy struggle is something more than reading a few words, but full human competence and strength, awareness of right, breadth of inquiry, ethical perseverance and persistence, if teachers hope to serve a truly liberating role, if they are striving to inspire poor people to emancipate themselves and one another from the crowded prisons of their souls, then I do not see how we can escape this danger. To awaken people to intelligent and articulate dissent, to give voice to their longings, to give both lease and license to their rage,to empower the powerless, to give voice to those who are enslaved by their own silence-certainly this represents a certain kind of danger. It is, indeed, the type of danger which a just society, or one that aspires to justice, ought to be eager to foster, search out and encourage. If this is a danger which our social system cannot plausibly afford, then we may be obliged to ask ourselves if we can possibly afford this social system.

Bernice Robinson on the Highlander Citizenship Schools

Between 1959 and 1961 The Highlander Folk School, a community education school in Tennessee, began a program that eventually trained 10,000 people to act as teachers in the Citizenship Training Schools. These schools were the backbone of the voter registration movement in the deep south, that was beginning to shape at that time. The schools gave black citizens access to enough education to pass the voter registration tests, most of which had been purposely designed to exclude Blacks. Bernice Robinson was the first teacher in the first Citizenship School. These are excerpts from a presentation she made at Highlander in 1979.

It's nice to meet all of you. It's hard to know where to begin with the program, it was really quite a challenge to me to do it. As Myles (Myles Horton, director at Highlander) told you in the beginning, I said, "Yeah, I can do anything to help the program along." I had no idea he was going to ask me to teach the class.

It's one of those things where you know that there's illiteracy all around you, but you somehow accept it. You think that's a way of life. I knew about the islands and that in the city there were many people who didn't know how to read and write, but I accepted it as a way of life at that point. Until I came to Highlander. As long as I'd known Esau (Jenkins), he had never talked about it. You know we had been working in community affairs before and when he started coming to Highlander, it was for a United Nations workshop.

At the end of every workshop at Highlander, they would always ask you, "What are you going to do when you go back home? How are you going to transmit your experiences this week back in your community?"

Avrahm Mezerik was conducting the workshop that weekend. He wanted to know how we were going to promote the United Nations when we got back to our communities, in Charleston and other places.

Esau said, "I don't know anything about promoting the United Nations, but I'll tell you what I would like to promote; what I'd like to have done in my community."

And this is when he talked about illiteracy on the islands and the fact that many of the people wanted to register to vote, but they couldn't read or write. They had to read a section of the constitution in order to be able to register to vote. And he wanted some help in getting some classes started.

He told the story of how he worked with them on the buses going back and forth to the city when they carried vegetables over to the city. Imagine teaching someone at four o'clock in the morning. That's when he picked them up to take them into the market where they would sell their produce and take them back. And he was on this bus trying to teach people how to read that section of the Constitution that they would need to know in order to register to vote.

So he took over the workshop at that point and all of a sudden there were all those people out there who can't read and write. What do we do about it? That's

when I really became interested in it, but I never thought I'd be the one to teach. I'd help in any way. And Esau said, "Nobody else can do it but you."

Well, that was a challenge for me. I'd worked with kids, a number of kids and taught them their ABC's, but it was for adults now. The only materials I had when I walked into that building that night were the voter registration application, the Declaration of Human Rights that Myles had sent me, and some work that my two sister-in-laws who worked with elderly school children had given me. Some materials they had given me. You want to teach somebody to read and write so this is what they gave me. I walked in there that night and after I talked with the people, I knew that I couldn't use that material because it was too elementary. And the one thing that hit me, I guess having worked with people, liking to be around people and wanting to help in every way, that I became immediately sensitive to the fact that they were adults. Here we all are, we're all adults and they are on an adult level so you can't work with them as you would kids. Another thing is that class was for two months, January and February. What do we do in two months time with people who can't read and write?

We didn't have time to go through the printing ordeal; we don't have time to go through all the ceremony and stuff. You've got to work right on. I think one of the things that I said that was sensitive and made them really just open up to me and be willing to learn was the fact that I said, "I'm not a teacher. We're here to learn together."

And I think that just sort of set the stage for everything. Because this student-teacher thing is a "I'm up here, you're down there, and I'm going to teach you something." But by letting them know that we're going to learn together; they were going to teach me as much as I was going to teach them, I really did learn a whole lot, believe me.

The things that came out were that, naturally, they wanted to write their name (those who couldn't.) Some could a little, some couldn't at all. Then they wanted to be able to (they ordered things by catalog)..... so they wanted to be able to write money orders. Some had relatives out of the city and when they wrote letters, they had to take them to the whites to have them read to them. They wanted to be able to read these letters. They also wanted to vote.

One of the reasons that they wanted to vote (that Myles didn't touch on) was the fact that Esau Jenkins, in order to motivate his people, ran for the school board in 1956. There were three positions open and he came in fourth. Esau had the nerve to go and ask the white people on the islands to vote for him. He knocked on the door and he asked. He voted for them, so "I'm going to ask them to vote for me." And some of them did because he had the nerve to ask. There were only about 200 registered (white) voters on the island and he knew he could win the seat, it was a means of motivating his people to wanting to register to vote. So the motivation was already there. So they wanted to do this. I said, "We're going to work together and see where we can go with it."

As they would read, and I taught them to read, every word they stumbled over we came to a spelling lesson and I'd pull the words out, put them on the board, break them into syllables and give the explanation, what the word means. I told Myles one night, Myles was down there in class and I was having this lesson. I was just going down this list, giving them the meaning of the words just from the top of my head. I was looking at the board and there were a couple of words I didn't know the meaning of. And I said, "Reh, mmm, this word here means something." And Myles and I just laughed at that. I hadn't realized, you know we use words that we don't know the meaning of. And we do this rather than have them read this section of the Constitution and just call words and not know what it was that they were being required to read. This is how we got started in our program.

Then we moved on. Well, I did something for the money orders. At that time you had to fill in a blank. That was 1957 and '58. You had to fill in a blank at the post office in order to get a money order so I got some blanks, but the main part of the thing was the money order. Because after you filled in the blank, you gave it to the post office and they'd give you this money order. You had to fill in the other part, who you'd sent it to. So I wanted a fake money order. So how do you get one?

I had a cousin who worked at the post office and I spoke with him and asked him if he could get me that book down there. He wasn't supposed to take the book out of the post office. It was quite a tedious job because I took this onion skin paper and put it over the money order and traced it and I traced it from that to opaque. But I took those back to class so that the people could really see a real money order there to work with. Now the catalogues and money orders and ordering from the catalogues became the arithmetic. Your addition, your subtraction, multiplication and those kinds of things. Then we got to the grocery lists. People wanted to know how to economize on groceries. So we used newspapers. We saw specials in the newspaper and we talked about it. For instance two pounds of meat is 40 cents and you only want one pound. How much does it cost for one pound? So there you have your division. So these are the things that they used.

So we talked about the vegetables they grew. We made stories from things that they worked with. Look around the room. Let's make a story on this. So you tell me a story. So I write the story down. So you learn to read the story. It's your story, it's your words. So they're interested because its theirs.

Now after about three months thirty-seven students in class passed.They passed the voter registration tests. January and February of '58. Now the reason those three month were selected was what the islanders called "the laying by season." They were neither planting or digging then so they had free time. There was no sense in trying to have a school when they spent all day in the fields until dark. They weren't going to come to anybody's class.

Empowerment and Tutoring

Kathleen J. Phillips

"Instead of sitting there saying, 'Okay teacher, you know what I need'... I share with her what I think is wrong with my reading. I say, 'Maybe I can learn it better this way instead of your way' and I teach myself to learn."

As a feminist teacher committed to an approach to teaching that empowers students, I found myself confronted with the challenge of trying to apply my beliefs in individual tutoring. I believed that empowerment in learning occurs when people use collective problem solving and action to take some control over their lives. Students working in groups learn to change their life conditions by sharing their perceptions and feelings with each other. In one-to-one tutoring, they do not have this opportunity. Could students possibly learn to understand the ways in which their lives are not their own and ways in which they can act with self-determination in one-to-one tutoring sessions?

When Shelby and I met, she was 16 and struggling through the 9th grade "functioning" on a second grade reading level. She remembers: "I did not want a tutor and I argued with my mother. I thought everybody would laugh and everybody would know I had trouble in learning how to read and write."

We spent our first meeting getting to know each other. Shelby is young black woman who was assigned to a city funded tutoring program because of her truancy. I am a white 40 year old woman who has been a teacher for over 15 years at elementary, secondary, and college levels. We talked about her classes and teachers and what it felt like to be one to be one of the few girls in a school that was 85% male. I shared some of my experiences as a teacher and as a woman in male-dominated environment.

In our next meeting we talked about learning how to read. I asked Shelby to describe what she was presently doing in her reading class and what she had experienced in the past. She was taking a computerized reading course which involved little interaction with others and she was "faking" her way through it as best as she could. I told her that I'd like to try an entirely different approach to reading, one in which we would work together. I explained that I believed that she knew best what her strengths and weaknesses were and that she knew what she needed to learn in order to achieve her goals. We would start by talking about something that she had some strong feelings about, like the way in which girls were treated in her school. I would write down what she said and we would use her words as our reading text. She was intrigued by the idea and so we began.

I told her what I had learned about teaching over the years. I had come to believe that student and teacher should work together to set learning goals and work towards them, that each of us has unique feelings and experiences and particular kinds of knowledge and skills which would be useful in learning how to read. We both would contribute to the learning process. Over the next eight months as we worked together we learned a great deal about the process of empowerment. We eventually identified at least five aspects of our approach to learning which reflected our attempts to integrate our feminist beliefs and enabled Shelby to take some control over her education and her life.

Personal Experience and Attention to Feelings

The bedrock of feminist process is personal experience and personal knowledge. Our power to create our lives comes from our understanding of who we are and what we experience, from what Audre Lorde calls "our deepest, non-rational knowledge of ourselves." Shelby and I began by learning about each other. As we shared our interests, our dislikes, the joys and the problems of our daily lives we began to feel a comfortableness with one another which developed into trust. Our talks also became the material for stories that Shelby dictated to me which then became our reading texts. Her first story was about her feelings about the men teachers in her school and problems with sexual harassment.

Paying respectful attention to both positive and negative feelings goes hand in hand with grounding learning in personal experience. As Shelby began to learn and to feel confident about herself as a learner, we shared the joy of her accomplishments. I tried to be a supportive and encouraging teacher. But this emphasis on the positive did not mean that we ignored negative feelings. Shelby often felt "dumb and embarrassed" about her ability to read. Rather than pretend that these feelings did not exist we got them out in the open. Talking about them make them more manageable and less scary. In Shelby's words:

> "Kathy didn't cover up the situation. I had very negative feelings about tutoring . . . Basically we threw all the cards on the table and sorted them out and we said, 'It's okay, Shelby. You're not supposed to know everything in the world . . . at this point you're having some trouble learning and we're going to look at that and try to lift up your look on yourself in learning to read and write.' That was much more relaxing to me."

I noticed that sometimes when we would work together Shelby's body would become tense, she would shake her foot nervously and would stumble over words that she really knew well. I taught her some relaxation techniques that she could use when she was aware of becoming tense. Using these helped her to become more calm when she was trying to read.

Making learning relevant by relating it to personal experience, and helping students feel more positive about themselves by paying attention to feelings are characteristics of good teaching. Such "methods" lead to improved achievement and self-concept but they do not necessarily foster empowerment. Although they provide students with some useful tools for taking control over their lives, they stop short of deliberately helping students to take an active role in creating knowledge, in thinking critically, and in taking action to transform some of the oppressive conditions of their lives. While we found that a basic grounding in our experience and feelings is essential for learning, we uncovered several other aspects necessary to the development of an empowering tutor-student relationship: sharing power, analyzing experience and learning content critically, examining acts of resistance and creating visions of and actions for transformation.

Sharing Power

In most tutoring interaction, even ones which use personal experience and pay attention to feelings, the teacher is the one who knows and the student is the one who must learn. The teachers have control over the learning process; they decide what needs to be learned and give it to the student. In our learning process we tried to set up an interaction in which

power was shared, where both Shelby and I actively worked together, each contributing to the learning process. This reflected a more feminist conception of power where power is conceived of as the ability to act together and to express "what is deepest and strongest and richest within each of us" rather than to exercise domination and control over one another. This does not mean that I didn't have some specialized knowledge but rather that I demystified that knowledge, letting Shelby know what I knew and learning what she knew so that there were no secrets between us.

In explaining to Shelby some basic theories about the process of learning to read, we discussed the use of phonics, context clues, miscue analysis, use of visual, auditory, and kinesthetic cues, and various ideas about comprehension. I explained how teachers use one or more of these ideas in the teaching of reading and that sometimes they try to figure out what a student's problems are and "remedy" them. They make a diagnosis or develop a hypothesis about what a student needs and then try to give it to her. We, however, did not work this way. While I knew the theories about how people learn to read, Shelby knew what she had learned about and struggled with in trying to read for the past ten years. Rather than I deciding what she needed and prescribing a remedy, we would collaborate on developing a hypothesis about her abilities and her problem areas and together create plans for learning.

Our lessons were not some mysterious curriculum. I did not give her assignments. She did not try to hide what she did or did not know in order to avoid embarrassment, punishment, or making an effort. Shelby would read a passage and then we would discuss the strengths and weaknesses which we observed.

> Shelby: "I wasn't looking past the first few letters of these words, I was just guessing.
> Kathy: "But your guess wasn't wild, you used context cluesand that's part of reading.
> What do you think keeps you from looking at the letter carefully?
> Shelby: "I don't know how to figure out what sound these letters make."

And so our dialog would continue. Mistakes became valuable information about what was being learned rather than something to fear or avoid. Sharing various methods and theories with Shelby and together making hypotheses about her reading led her to begin to take control over the process of learning to read.

> "Instead of sitting there saying. "Ok Kathy. you knowwhat I need. I share with her what I think is wrong with my reading. What I think I have problems with. . .You have to be able to come together as one. Ok, Kathy is my tutor. . . but also me being able to say maybe wecan try it this way. maybe I can learn better this wayinstead of your way. . . I teach myself how to learn."

Critical Analysis

We not only examined our immediate process of learning but we also analyzed Shelby's history as a reader and the social and cultural context of that history, especially in terms of the power relations involved. We began with a discussion of Shelby's first memories of learning to read.

"In the first, second grade I didn't talk too much. . .and because of my appearance they assumed that I knew all I needed to know but yet I didn't know a thing. I didn't even know how to read A or apple. I had to use intelligence to get by . . . I put on this act. I was bigger than everyone else and I could talk very good. . . and my mother would keep me really up to date on everything and I was dressed . . . nice. The other kids . . . wouldn't be dressed so good. . . they [the teachers] would pay more attention to them, a little bit.

As we reflected upon what these stories told us about society and about relationship between races and between sexes, Shelby and I began to realize that racism, sexism, class issues, and the structure of schooling had and were having a profound effect on her learning. We looked at the way her schools were organized and talked about who benefited from this and who didn't and what was and was not fair. She did not read, not because she was dumb but because of a number of complicated and interrelated forces of oppression. Her responses to these forces sometime contributed to her lack of growth, for example when she cut school, but she was not the cause of her inability to read.

This analysis helped Shelby to see that she was not a failure or a bad person and to begin to assess more realistically how the interaction between social conditions and her own actions and attitudes created her learning problems and successes.

As Shelby's reading skills improved we began to read more "difficult" materials that contained ideas to help us understand the forces of oppression we were uncovering in Shelby's life. We began reading Black-eyed-Susans, the collection of short stories edited by Mary Helen Washington. Always discussing the vocabulary and ideas first in terms of Shelby's personal history and then in terms of black history and the social and political history of the United States, we explored the lessons each story offered about race, sex, and class relations with particular concern for issues of power and always in reference to our own lives.

Resistance Behaviors

In analyzing her history we also looked at the ways which Shelby resisted against what felt oppressive to her and we began to distinguish between what we called survival behaviors and empowering behaviors. Survival behaviors were what Shelby did to "get by" to adapt or conform to existing conditions, to avoid feeling pain or embarrassment. For Shelby these included "faking" that she knew the work and cutting school. We talked about the advantages and disadvantages of each behavior and who benefited and how. For example, in cutting school Shelby felt that she benefited initially because she could escape from a pressure filled situation and avoid having to perform and reveal herself as a nonreader.

"I cut school three weeks straight. . .I guess I didn't feel like accomplishing anything when I had to read in Ms. R.'s class. I got really tensed up and missed the words I already knew how to say."

The advantages were chiefly in the relief of moment but the disadvantages she identified were the continuation of her inability to read and the consequences that this would have for her future. On further reflection she felt the white power structure also benefited from her

cutting school; she could not gain "the knowledge I needed to take some power over my own life."

We contrasted these survival behaviors to empowering ones. Empowering behavior are deliberately thought out strategies for transforming existing conditions so that you are more likely to get what you need. As we analyzed our own process of learning and the history of Shelby learning to read we began to identify her particular needs. Shelby did not want her reading teacher at school to put her "on the spot" but rather she wanted assignments that she could do individually or with one or two other with whom she felt safe. She wanted to be called on only when she felt confident. We role played negotiating these needs with her teacher before Shelby went to speak to him. I, as an adult and teacher, agreed to be available to intervene as advocate for Shelby if necessary. Part of the process of empowerment is knowing when to use allies who have more power in some situations to help in attaining ones needs.

Another empowering act of resistance for Shelby was her response to the marginality she felt as a girl in her overwhelmingly male school. A group of women teachers and girl students at her school formed a support group called the "Uppity Women." Shelby decided to participate and we spent several sessions working on areas which she wanted to present to the group.

> "What I want to accomplish in group is equal rights for girls and also boys. . .I feel that the Uppity Women should have a student Speaker and have more sessionswith student women because there are problems that come up during the weekly flow of school. And I feel that the students;teachers, and counselors should get a little bit united because weare all in this together. . . Student speakers should talk about howthey feel about the problems that come up in classes. . .We should alsotalk about more moral support from the women of the school."

We also began to explore survival and empowerment behaviors in relation to school reading assignments. For example, in social studies she was required to read a civics text and answer the questions at the end of each chapter. To carry out this task and receive a passing grade she had to be able to pick out the main ideas, learn the vocabulary words, and answer the questions on the basis of the information given in the text. Shelby did not have well developed habits in doing this kind of work. We talked about how students who get good grades are often those who know how to transfer the main points of the text into the school's test requirements. We weighed the advantages and disadvantages of learning how to do this. The most obvious advantage would be in gaining more skill in playing the school game, in achieving passing grades, and in improving her chances for graduation. The disadvantages included doing something which she felt was tedious and did not particularly develop thinking skills. In the way the school wanted her to study civics Shelby could not choose what or how she wanted to learn nor question the content. To overcome these disadvantages we had to engage in some empowerment behavior while learning the survival game necessary to achieve good grades. Just discussing the survival process, making it explicit, and examining its advantages and disadvantages was empowering. We also discussed the content, especially raising questions about the inequities in the United States and the ways in which these were discussed or ignored in the civics text. In addition we explored ways to negotiate with the teacher learning assignments that would better meet

Shelby's needs, such as presenting an oral critique of certain parts of the text instead of answering the text's questions.

Visions and Action

These examples point out the importance of creating visions of empowerment and taking action as part of the empowerment learning process. The question we constantly posed to ourselves was, what can you do to take more control of your learning and get what you need? Shelby came up with several options: negotiating with her teachers and the school system to get what she needed, enlisting the advocacy of adults with particular situational power which she did not have, participating in a support group, and informing teachers about her experiences as a "special ed kid" through a presentation at a teacher in-service workshop and in an essay published in the tutoring agency newsletter. Her essay speaks for itself:

> "The way I felt about myself when I found out that I was a Special Ed child is that all the teachers didn't understand how it is to go to school with all of your peers and be able to talk just as well as they could but yet not know how to read and write as well. From my own experience it is really hard to have a teacher who doesn't know how to work with you.
>
> "When I was thinking about my future and how I was going to survive in a world that is basically reading and writing and arithmetic, I felt hurt and ashamed of myself. . . and I tried to hide from all these things that I didn't know by cutting and just giving up on everything.
>
> "But I started trying again to learn how to deal with being special and thinking positive about myself. . . My advice to all teachers. . is that they should be more encouraging towards the person and say it's ok not to know everything . . . it's not that easy to make the transformation from being a down person and making mistakes, even though you have a person helping you and saying it's ok to make mistakes.
>
> "But I found out that I wasn't a bad person after all because the system is made mostly for advanced teaching and it needs to help more with children who are having a bad time. I think it is wrong to pass a child that does not know all the knowledge that she needs to survive in a world that doesn't care."

Working with Shelby was extremely rewarding for me. I was challenged with how to implement an empowering learning process that reflected feminist ideals in a one-to-one tutoring situation. Shelby showed me how. But what I learned from Shelby is really only the beginning. Each student's experiences of life and the learning process is different. While the five general aspects of empowerment seem applicable to most tutoring situation, I've found myself struggling with my own limits as well as the limits in the lives of my students. With some students it requires a great deal of energy and perseverance on my part to involve them in the process of learning and I sometimes fall back into the more familiar and easier approach of telling them what to do. My students experiences of oppression are often very different from mine and I struggle to guard against imposing my view upon them. Students differ in their needs for a trusting relationship, for sharing feelings, and in their histories of resistance. Sometimes their immediate survival needs take precedence over applying the empowerment process to academic learning. My students teach me what the empowering process is for them and I continue to learn.

Push Literacy Action Now

A Look at Illiteracy in America Today --

The Problem, The Solutions, The Alternatives

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SUMMARY

Current rhetoric about America's "illiteracy problem" is misleading, suggesting that the problem is larger than it is (that , for example, there are tens of millions of American adults who cannot read well enough to perform basic tasks like taking a bus across town or comprehending a social security form) and simpler than it is (that the baseline problem of all these people is that they lack reading, writing and computing skills) and easier to solve than it is (that what we need to do is to publicize the availability of literacy services and get people in programs that will teach them to read. Once they can read, their -- and society's -- problem will be solved).

In reality, literacy should be viewed as a continuum of undereducation, stretching from those who cannot read and write at all at the low end to those who have less than a high school education at the high end. Particularly at the low end of the continuum, low literacy cannot be isolated from a number of other factors -- poverty, unemployment, welfare dependency, racial discrimination. It is unrealistic to assume that teaching someone to read will help that person get off welfare, find a job, or even read government forms better if forms continue to be written in multi-syllable bureaucratese.

The fact is that people at different points along the continuum have different needs, which may differ greatly from the needs current literacy programs are trying to meet. I say "may" because there are at this point virtually no national data to indicate how people are spread out along the literacy continuum or how they view their own functioning and needs. How many people are there who can't read and write at all? Who read at a second or third or fourth or sixth grade level? Who actually can't decipher labels or bus signs? Who have difficulty functioning not so much in ways defined by middle class researchers but in ways that have meaning and relevance to their own lives? We don't know.

We do know that the track record of existing literacy programs is not strong. In many instances, outcome data are unavailable; when they do exist they show that the vast majority of educationally disadvantaged adults are not being reached by programs, and that the people in the programs do not stay in the programs.

There are also indications that simply"teaching people to read" may not be the most useful way to deal with low literacy. People tend to want specific strategies to deal with specific self-defined problems, not generalized assistance in learning to encode and decode written language. And they tend to rely on helping networks within the community to assist them, not on reading tutors or school-based programs. (In fact, school is possibly the last place a person with a history of failure and alienation in an academic environment will choose to go.) A "literacy support program" offering a

range of services and learner-oriented assistance is probably a much more viable model than a reading program staffed by volunteers with a "degree in caring."

It's also important that literacy programs orient themselves to meet the needs of learners, rather than to teach non-readers and low-level readers to jump through a series of pre-defined, pre-programmed literacy hoops. Programs taking a learner-oriented approach involve learners in decisionmaking on instructional objectives and approach and provide a range of materials geared to the interests and needs of their learners.

The paper concludes with four recommendations for things that can and should be done in seeking to address the problem of illiteracy. They are:

1. *Parent-child programs to halt intergenerational transmission of illiteracy.* Children who grow up in a world of books and reading tend to become good readers. Those who grow up without family support for reading do not. To avoid continuing to transmit low literacy from generation to generation we must reach the children --and must do it though their parents or other key family members. Parent-child literacy programs are now being run by a few community-oriented literacy groups, and they are not a pie-in-the-sky idea, but rather a highly workable approach to reaching two generations at once.

2. *Use of networks and helping services.* There are many helping services that can be provided using existing public and private community services, networks and opportunities. Creating self-help groups, using volunteers to provide reading and help in a "literacy crisis", and reaching out to parents whose children are having problems in school are just a few examples of what can be done.

3. *Making materials more readable.* When someone can't read a social services form written in bureaucratese, perhaps the problem is as much with the form as with the reader. Illiteracy is determined, in part, by the level at which materials are written. Advocacy by "watchdog" groups of volunteers who monitor the readability of public information is a viable strategy that local literacy organizations and community based organizations can consider. At the national level a "write to read" program should be considered that would distribute "how to" information, provide training, and promote the importance of readability.

4. *Organizing for a working literacy.* There are a number of experienced educators, trainers, advocates and visionaries -- as well as learners -- who have over the past several years attempted to think through the problem of illiteracy and come up with solutions that work. Unfortunately, most of these people are not in the "mainstream" of Adult Basic Education and volunteer literacy programs, and thus have not been included in the coalitions and crusades recently set up to promote literacy. It could be very helpful to bring some of these people together to focus jointly on solutions,

even at the risk of challenging the status-quo. We have heard long enough that America needs to know how to read and America will learn how to read if we just increase the number of voluntary programs and volunteers in our communities, workplaces, prisons and schools. There are other dimensions to the picture, and they need to be explored, talked about, written about and known.

Literacy/Illiteracy in an International Perspective

Both in the US and overseas, the first steps towards tackling illiteracy may be to overcome our own myths

by Carman St. John Hunter

Illiteracy is not an isolated phenomenon. It can neither be understood nor responded to apart from the complex set of social, political, and economic issues of which it is but one indicator. Based on 1980 statistics, Unesco estimated that — excluding China, Korea and Vietnam, a rather large exclusion — there were perhaps 814 million illiterate people in the world. They include the poorest of the poor in every nation. In rural areas, they are the landless peasants, virtually enslaved by systems of production that deny them a just economic return for their labor. In urban centers, they are the unemployed and underemployed, marginal and often transient populations, excluded from the mainstream of the societies in which they live. They are the people with the highest rate of infant mortality and the lowest life expectancy. They lack access to adequate food, to health care and to the information and resources to prevent disease. They have only minimal power over their environment — physical, political and economic. Of all of these accompaniments of poverty, illiteracy is, perhaps, the least life-threatening and, therefore, the least acutely felt.

In highly industrialized nations, there are some notable exceptions to this correspondence between illiteracy and poverty. There *are* millionaires who cannot read or write; there *are* secondary school graduates with low reading levels either due to the poor quality of their schooling or to disinterest and disuse of reading in their daily lives. However, in general, the social distribution of literacy follows the same pattern as the distribution of other goods and benefits in any society. The majority of the world's illiterates are poor. Is illiteracy the cause of poverty, or is the opposite true? I propose to examine briefly some of the common myths about literacy/illiteracy in order to suggest some directions for policy and practice in relation to the concern for literacy.

Myth #1

The Third World remains poor because the majority of the population is illiterate.

A large number of Third World countries justify their relatively large expenditures on adult literacy programs with the claim that this is the only way to proceed toward the transformation of their present subsistence economies into modern cash economies based on industrialization. Wealthy countries where the majority of the adult population is literate are their models. They have been led to believe that literacy, or education in general, is what produced modernization and high living standards. In actual fact, industrialization preceded higher levels of literacy in Europe and North America. Economic development and the hope of participating in its rewards caused literacy skills to be more highly prized and sought. No one will pursue literacy until there is evidence that rewards will actually be forthcoming in the form of access to and fair compensation for work and the possibility of an improved quality of life.

In China, prior to 1949, only some of the large landowners, government employees, and a small, relatively affluent professional class were literate. Internal and external oppressions had kept the masses poor and illiterate. Once the barriers to economic development were removed — and there continue to be many ups and downs in this process — a message of hope for the future was delivered

to the Chinese people along with the two great literacy campaigns. Adult education in China today has moved well beyond the provision of basic literacy. Continuing education is available to peasants and workers in the largest government-sponsored adult education system in the world. Modernization is providing tangible rewards in the new China; therefore, education has high priority for the whole population.

Sometimes, even before new economic opportunities are actually available, a major political change carries sufficient promise of inclusion in the future to motivate the masses to join in a literacy crusade. Nicaragua, Cuba, and Tanzania are examples. The invitation to join in building a new and just national society created an atmosphere of hope among the largely rural poor. They were ready to receive with enthusiasm the young tutors who flooded the countryside. Literacy crusades took on the character of a great national festival. People learned the rudiments of reading and writing by candlelight and, perhaps more importantly, told each other stories of the hope in their hearts.

Unless the hope engendered by radical political change can be sustained by tangible social and economic changes, the long road to advanced literacy will be abandoned. China has been able to keep those who started on this road to education from stopping along the way. Whether other nations with fewer natural resources or faced with strong external and internal opposition to change will be able to do the same remains to be seen. However, each of these cases demonstrates that it is by addressing, or giving clear promise of addressing, poverty itself that a nation creates the climate for literacy. Poverty is the underlying cause of illiteracy. Without any proven will or ability to break the chains of poverty, no government has been able to make significant progress toward universal literacy.

Myth #2

It is possible to rate the nations of the world on a scale that compares relative levels of literacy.

Various world bodies publish statistics purporting to show the literacy levels in every nation. The truth of the matter is, no internationally recognized inventory of skills exists by which to measure literacy. And even if there were, literacy is a moving target. Who needs what level of skills varies from one culture to another and within cultures. Depending on technological, economic, and cultural development, differing levels of proficiency are required to fulfill the needs of the society — not to mention of individuals.

An Indonesian villager and an urban Canadian will obviously require different literacy skills. Therefore, even if there were a way to evaluate and measure the literacy skills of two persons so distant from each other geographically and culturally, the result would tell us very little. It is like attempts to shock us by declaring that the average weekly wage of a peasant in northeastern Brazil is only two dollars. What does that mean in terms of buying power where he lives? In the same way, we must ask what people want to *do* with their literacy? What *can* they do in their own societies? These are the important questions and the answers differ from one place to another. They also differ over time. A Parisian in 1986 could hardly get along with the literacy skills of a sixteenth century Parisian. The examples are obvious, yet the arguments based on the assumption of universality and comparability for literacy requirements are heard everywhere.

Myth #3

What we need is a reliable definition of literacy.

For those newly aware of problems in the area of literacy, the absence of a clear definition often appears to be a significant hindrance to effective action. Objective, empirically precise data for judging a nation's level of literacy are impossible not only because of differing situations among nations but because no criteria exist even within a nation for determining what it means to be literate. It is possible, of course, to say how many people have completed a particular level of schooling, but given the differences in quality and standards even between schools (let alone among regions and countries), this statistic says nothing about literacy proficiency.

When adults are given passages to read in order to test their literacy level, what is actually revealed is their ability or inability to read the particular material provided. They are judged to be at a certain age or grade level on the basis of research done with children or on the basis of tasks considered important by literate test-makers. How these adults perform has little to do with their ability to carry out activities that are central to their lives. Nothing is learned about what *they* need or want to do with linguistic skills, nor whether they can function in the concrete settings of their own, everyday lives.

Most definitions that go beyond the basic ability to write one's name or read a simple paragraph stress something known as "functional literacy," that is, the ability to *use* linguistic skills. Kenneth Levine says that "literacy is the exercised capacity to acquire and exchange information via the written word. Functional literacy is the possession of — or access to — the competences and information required to accomplish those transactions entailing reading and writing in which an individual wishes — or is compelled — to engage."[1] Levine's definition and others that are similar clearly suggest that the ultimate arbiter of literacy is the individual living in a particular time and place and facing specific demands and opportunities. The context within which real adults demonstrate their competence and seek or give information is limited not only by their ability to read or write but by institutional factors that facilitate or hinder their access to information and knowledge.

If *access* is a key word in Levine's definition (as I believe it is) then we can look at literacy not only in terms of linguistic skills but in relation to whether or not certain categories of information or knowledge are available and whether these are freely shared within a society. In South Africa today, fluency in reading and writing does not make a person functionally literate according to this definition, because critical information is being denied to both readers and non-readers. South Africa may be an extreme example, but in countless societies, information is withheld from all or part of the population. Even in supposedly open democracies, the poor generally lack access to knowledge common among members of dominant cultural groups.

Because most of the interest in testing for and defining literacy has come from educators, psychologists, government employees responsible for adult education, and people with literacy programs that need funding, technical and linguistic skills have been stressed. The social dimension of the issue has not received attention. Yet it is precisely this dimension that is crucial to illiterate or semi-literate adults in their struggle to participate fully in the world around them. And it is this dimension that has — at least to date — defied measurement. The extent to which individuals desire or are compelled to gain and to share knowledge through reading and writing is not easily determined apart from the day-to- day context of their lives.

1. Levine, Kenneth. *Harvard Educational Re*[illegible] Vol. 52, Number 3, 1982, pp. 263-264.
2. Thompson, Jane L. *Convergence*, Vol. XVI, No. [illegible]

Is literacy really the issue?

If poverty and hopelessness about the possibility of a better future are the conditions that perpetuate illiteracy; if desirable/necessary levels of literacy differ according to time and place; and if knowledge and access to knowledge are more significant than linguistic skills in determining what constitutes functional literacy, then we must be talking about something deeper and more inclusive than reading and writing per se. The easy assumption that government sponsored campaigns or private sector projects to teach reading and writing will eradicate illiteracy by the year 2000 — or any other year — are ill-founded. What, then, can we do?

We know that in industrialized countries and in the metropolitan sector of certain Third World societies there are people whose limited literacy is the primary factor that keeps them from accomplishing personal objectives. Having diagnosed their own need, they are the people most likely to enter literacy programs. But we also know that their number is only a small proportion of those included in the statistics of the illiterate or semi-literate. Our primary concern in this paper is with that large majority who remain indifferent or hostile to literacy programs because they have other more urgent needs, affecting their very survival.

Perhaps a first step toward reaching the poorest of the poor might be to evaluate and, where necessary, seek to change our own attitudes and assumptions as policy-makers, program providers or practitioners. Are our programs, whether sponsored by public or private agencies, intended to teach reading so that the poor may more readily cope within existing structures? Is the intent of our programs merely to elicit passive behaviors and to encourage conformist responses by enabling learners to read instructions, labels, forms, and signs? *Or* do we intend that they will become full participants in and contributors to the processes of a democratic society? If the latter, then our programs will need to change considerably. The focus on remedial approaches and functional competence may "distract attention from the root causes of structural inequality and powerlessness within our society."[4]

The whole burden of policy decisions, program structure, approach and content has traditionally rested with the already highly educated who experience the issue of limited literacy essentially as outsiders. Those with low levels of literacy, whether the majority of the population, as in Third World nations, or the minority, as in industrialized countries, all share the same basic situation of poverty and exclusion unknown among educational program-providers. As a result, the poor already know a great deal more than we do about *what* might be done to change their lives.

A high degree of solidarity exists among the poor in most communities. Instead of agonizing over our inability to "reach" the poorest sectors of the population with *our* programs, we might discover with them what is already going on in communities and join our skills, information and access to resources with their efforts to bring about change. Mainstream educational structures with their emphasis on competitiveness and individualism are inappropriate for people made interdependent by necessity in their common life.

When program providers become partners and co-learners with community members, resulting activities seldom resemble traditional literacy programs. Economic development, the formation of cooperatives, the acquisition of bargaining and negotiating skills, organizing to gain access to health services, developing cultural projects when they are pursued in response to common interests of groups and communities provide the major settings for learning, both formal and nonformal. Communication skills — including writing, reading, mathematics — find their place on the agendas of action groups when they emerge as needed skills for the achievement of individual and community objectives. They do not, by themselves, provide the *raison d'etre* of the programs.

Long involvement in the debate over literacy/illiteracy and in the programs intended to benefit the educationally disadvantaged has convinced this writer that fundamental change in our basic approach is needed. Whether in the rural areas of the Third World or in urban enclaves in technologically advanced nations, literacy cannot be understood as a remedial program, designed and delivered by zealous missionaries to those "in need." Rather, literacy levels will increase where there is serious commitment to goals of equity and justice and where the educationally disadvantaged are able to be involved in shaping their own learning within the context of reshaping the social, political, economic, and cultural environment within which they live. If we are able to begin with programs that promote participation and direction by learners, that degree of openness can become a first step toward the larger, more socially and economically inclusive change that will provide the basis on which universal literacy can be realized.

It is not possible to do everything at once. It is possible to be very clear about what we are doing and why. Literacy is either a tool of oppression or liberation. Management and methodology contribute either to the increased dependence or to the empowerment of participants. Our decisions make a difference.

Carman St. John Hunter is a freelance consultant in popular education, literacy, and community development.

INFORMATION REPORTS

Popular Education: Concept and Implications

Francisco Vio Grossi, Regional Secretary,
Council of Adult Education of Latin America

These notes were prepared for a Special Interest Session during the Executive Committee Meeting of the International Council for Adult Education, in Trinidad, May 1981. The Council of Adult Education of Latin America (Consejo de Educación de Adultos de América Latina), of which Dr Vio Grossi is Regional Secretary, was officially formed during ICAE meetings in Trinidad. It has developed from the work of the earlier Regional Committee for Latin America of the ICAE (Comité Regional de Planificación para América Latina –CIEA). Secretariat services are provided by Programa Interdisciplinario de Investigaciones en Educación, c/o Casilla 6237, Correo 22, Santiago, Chile.

The intent of these notes is to offer some information on the development of the concept of popular education and its implications and to describe briefly the theoretical and practical framework in which popular education has emerged, with special reference to Latin America. I would like to acknowledge the contribution to the subject made by Paulo Freire, Juan Eduardo Garcia Huidobro, Sergio Martinic, Julio Barreiro and the participants of the First Meeting on Action Research and Popular Education, held in Santiago de Chile, August 1980, and sponsored by the ICAE Regional Commitee for Latin America and the Interdisciplinary Programme on Educational Research (PIIE), a non-governmental Chilean research organization.

GENERAL FRAMEWORK

The term 'popular' suggests, at first, that this relatively new concept tries to differentiate itself from other 'non-popular' educational approaches. The roots of this effort can be found in the propositions put forward by Durkheim on the continuing tensions existing between the conservative and the transformative character of education. It is recognized that education in any society is organized mainly for transferring the prevailing norms and patterns of behaviour and, accordingly, for reproducing the existing order. But, at the same time, it is accepted that education by itself contributes to social transformation. Education is both a process of renewal and a process for maintaining the status quo; a process of homogenization of the people and also of differentiation, since it is directed toward the creation of specialists.

However, it has also been recognized that, in capitalistic, dependent societies, the transformation elements tend to be dominated by the conservative

Popular Ed.

ones. Thus, both these elements work in a way that allows social change only in so far as it contributes to maintaining intact the basic foundations of the existing system. Non-popular education operates within those limits and within the official social institutions organized for the social and cultural reproduction of the status quo, such as ministries, schools, universities, mass media, etc.

AN ALTERNATIVE EDUCATIONAL APPROACH

Popular education claims to be an alternative educational approach directed toward the promotion of social change, rather than social stability, and toward the organization of certain educational activities. These are activities that contribute to liberation from the existing social order and to transformation; not mere social and economic reforms but structural changes that make it possible to overcome the prevailing unjust situation.

Advocates of popular education do not over-emphasize the role of education in this process. Since social transformation is a very complex phenomenon made up of social-economic and political variables, education must be integrated into a more general social effort. The specific task of education is related to the need for the transformation process to be assumed by the people as a 'historic programme' which offers the concrete opportunity for them to become the subject of their own lives. To achieve this, the people need to reach new and better levels of collective action, each time more organized, wider and more critical. One of the most relevant efforts is the education of popular groups that are potentially able to act as conscious agents of the process of social change.

Thus, popular education is a tool for developing critical social consciousness among the transformation agents in order to create specific dynamics in the action/reflection relationship. This process may be summarized, for clarification, as following this sequence:

- critique of the existing social reality;
- collective mobilization for social transformation;
- critical review of the action carried out;
- replanning of future action;
- re-evaluation of the previous diagnosis of social reality.

CHARACTERISTICS OF POPULAR EDUCATION

Popular education is both a theory and a practice of social action that is geared toward development of the capacity for organization, communication and critical reflection on processes and social relationships by the most deprived sectors of the population. It is a collective learning process and is implemented on the basis of a certain commitment to the popular sectors by those who take part. Consequently, popular education is also based on the participation of the popular sectors in the planning and implementation of new actions. These actions are conducted so that people can reach new levels of consciousness through the process of solving actual needs.

In Lat' .merica, popular education has been generally carried out by non-government agencies. Its most relevant characteristics are:

▶ *The starting point is concrete.* Popular education works within the actual world of the popular sectors. It starts from the popular culture. However, we know that popular culture has not developed in a social vacuum. It contains important elements of the dominant culture that have been transferred to the people through 'non-popular' education (among other means) in a way that exerts ideological control from within. To pay too much respect to the culture of the people may thus lead to the reinforcement of domination rather than to the promotion of liberation. The key to solving this apparent contradiction is to develop a critical ability by which people can detach the liberating forces of their culture from the oppressive ones.

▶ *Popular education is a process of creating knowledge.* It has the vocation to be a new educational system for a new and more participative society. Thus, it does not pay as much attention to the transference to the people of existing knowledge as it does to creating the capacity for the generation of new knowledge that may be found in the new order. In this sense, it is an investigative activity.

▶ *Popular education is active.* Like any other popular activity, popular education is directed toward action, but not any action. It gives priority to the Greek concept of *praxis*: the type of action that makes possible the transformation of reality.

▶ *Popular education avoids manipulation.* It attempts to be an educational system which is consistent in style with the new order that will arise in the future. This style is dialogical, horizontal and participative in the sense that all those who intervene in the learning process are also engaged in the search for new knowledge.

▶ *Popular education is a collective effort.* In most Third World countries, individualism is not only promoted but is even imposed. Solidarity and cooperation—basic pre-requirements for social organizations—are discouraged. Popular education, on the contrary, energetically stresses the need for approaching the learning process, and the subsequent action, in a way that promotes cooperation and common action.

▶ *Popular education is a flexible educational process of lifelong learning* that continually adapts to the changing historical and local conditions of the participants.

IN CONCLUSION

Popular education is an adult education activity and, what is more, it is a *specific response* of adult education to the endeavour of social transformation in Third World countries. Most of the methodologies of popular education are also principles of adult education. The intent of popular education is to detach itself from the educational efforts that are directed to maintaining a social system that has been accused of being unjust and oppressive. Its appeal is for building an alternative educational approach in Third World countries that is more consistent with justice and freedom.

Network on Adult Education and Peace

The 13th annual international seminar, 'Meeting in Finland', held 11-16 June, 1981, and arranged by the Finnish Association of Adult Education Organizations, unanimously endorsed the initiative of the International Council for Adult Education through its Finnish member association in proposing the formation of a network of adult educators concerned with the advancement of education for peace.

Some 60 adult educators from 19 countries, including participants from socialist and non-socialist nations of Europe, and from Africa and North America, attended the seminar whose theme was 'Adult Education in an Increasingly International World.' The context was the implementation of the Unesco Recommendation on the Development of Adult Education, approved by member countries at the Unesco 1976 General Conference.

Working groups dealt with the task of adult education in promoting work for peace, international understanding and cooperation, as expressed in the 1974 Unesco Recommendation on Education relating to Human Rights and Fundamental Freedoms, and the Unesco Recommendation on Adult Education. Group discussions led to a Resolution from the Meeting (printed below) which outlines the direction and substance of the network. It was proposed that disarmament be a main focus and that efforts be made for adult education organizations to collaborate with the United Nations World Disarmament Week Campaign, scheduled for late October, 1982. The report of the seminar is available.

The Finnish Association of Adult Education Organizations, long in the forefront of education for peace, has accepted responsibility for the development of the adult education peace network. Its Secretary-General, Helena Kekkonen, and others, have formed a planning group. Individuals, institutions and organizations are invited to send suggestions and ideas that respond particularly to the key question: *WHAT CAN YOU CONTRIBUTE TO THE NETWORK?*

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The Meeting in Finland 1981

AGREES
that in all countries a most urgent task of adult educators, specialists and researchers working in the field of adult education is to unite our human resources, knowledge and efforts to educational work for the promotion of awareness of the necessity of world peace;

BELIEVES
that education leading to popular action for peace is a major instrument again